

Elementary English

A Magazine of the Language Arts

DECEMBER 1960

ALICE IN WONDERLAND
STANDARDS FOR LIBRARIES
EASY BOOKS FOR FIRST GRADE
NEEDED VOCABULARY



Harold B. Allen

President

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RICHARD MORTON

"Alice's Adventures in Wonderland" and "Through the Looking-Glass"

Few children's books are better known than Lewis Carroll's Alice sagas, but serious reading of *Alice's Adventures in Wonderland* and *Through the Looking-Glass* has for some time been regarded as exclusively the duty of the sociologist, mathematician, or psychologist. Analyses of the donnish and the subconscious elements, though interesting, are seldom of great critical significance, as they consider the parts rather than the whole, and hardly deal with the books as complete works of art. Yet such are the studies usually made of Carroll's two books. The major exception is William Empson's perceptive and expert analysis of the "child as swain" theme.¹ Mr. Empson, though using psychoanalysis deftly, writes as a literary critic—one of the few to deal with the Alice books.

The recent publication of an elegant and costly work, *The Annotated Alice*,² by listing in its introduction and notes most of the special theories and peripheral comments on the books, clears the ground somewhat, leaving the way clear for a more specifically

literary approach, which might with value attempt to define the attraction which these books have always held for young people. Lacking the alert subconscious of sophisticated adults, they are nevertheless well able to assess the force and meaning of a story, and their appreciation has critical value.

The impact of the books is obvious. Alice's fairytale adventures are dramatic representations of a child's life in the adult world: Alice's frustrations are his, and her triumphs.

That the books should possess any unity of purpose seems on the surface unlikely—what happens is that Alice proceeds through a series of interviews with different local inhabitants, most of whom appear only once. The interviews are apparently conventionalized—some opening topsy-turvy logic where Alice's comments and ideas are rejected with adult scorn, and frequently a culminating examination with the command to repeat a famous poem. The narrative thread between each encounter is thin, and in places nonexistent. This lack of consecutive development is indeed a notable feature of the books.

¹William Empson, *Some Versions of Pastoral* (London, 1935).

²*The Annotated Alice*, ed. Martin Gardner (New York, 1960). Subsequent page references are to this edition.

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With the exception of the opening of *Alice's Adventures in Wonderland*, in which the fall down the hole, the tunnel, tears, and caucus race are legitimate and necessary developments from the sighting of the White Rabbit, Alice wanders from place to place and from person to person in a wide-eyed, bewildered daze. Awareness of the haphazard ordering of incidents in the first book possibly was a cause in determining Lewis Carroll on the obviously schematic structure of *Through the Looking-Glass*, yet here, though the chess game theoretically provides a formal lay-out for the journey of Alice, the incidents are in practice just as lacking in chronological inevitability. Indeed, the sudden shifting from square to square is more violent and unreasoned than the Wonderland wanderings, and is accordingly not even verbalized, but rather conveyed in the text by rows of dots, heralding each instantaneous and



magical transition. If *Alice's Adventures in Wonderland* has the qualities of an unreasonable dream, *Through the Looking-Glass* has the form of a nightmare, logical

in general strategy, but violent and vertiginous in tactic.

Yet these unmotivated and drastic transformations of locale may be part of the universal experience of childhood, undergone on any shopping trip or day's excursion. It is the stops which are important, not the confused trips between them. The prevailing images of *Through the Looking-Glass*, thirst and food, would have a legitimate physical reality on such occasions.



That Carroll is concerned little for the connecting links in the stories is evidenced by his careless treatment of them stylistically. The descriptions of what happens between the interviews in *Alice's Adventures in Wonderland* are generally drab, poorly visualized clichés:

As she said this, she came upon a neat little house (page 56).

But she ran off as hard as she could, and soon found herself safe in a thick wood (page 64).

So she set off at once, and ran till she was quite tired and out of breath (page 66).

As she said this, she came suddenly upon an open place, with a little house in it about four feet high (page 77: in this case we are not even told that Alice had moved from the

scene of the last interview, with the pigeon). They went on for some while in silence (page 87).

After a minute or two she walked on in the direction in which the March Hare was said to live (page 90).

As she said this, she looked up, and there was the Cat again (page 90).

She had not gone much farther before she came in sight of the house of the March Hare (page 91).

Just as she said this, she noticed that one of the trees had a door leading right into it (page 104).

They very soon came upon a Gryphon (page 124).

They had not gone far before they saw the Mock Turtle in the distance (page 125).

Clearly, these narrative links are of little importance, compared with the interviews, and they may be thought of as merely stage directions.

While it is true that the narrative scheme has little development—there seems no adequate reason why the encounters come in their particular order—the interviews, forming the vital part of the two books, are obviously consistent and unified throughout, in the valid terms of a child's experience.

Alice is an intruder into a well-organized, closely knit society with rigid rules—clearly an adult world. Although Alice thinks of other children, she meets none except the pig-baby, and the children of the the House of Hearts and Lily the pawn mentioned in passing. Tweedledum and Tweedledee, though apparently youthful, are in no sense playmates for Alice; their behavior towards her is on a level with that of the other characters. Into this adult world Alice intrudes quite literally—by dashing down the rabbit hole and climbing through the mirror. The society is independent of Alice, and generally little interested in her—the Mad Hatter and his friends do not call her back after she bustles theatrically away from the party:

The Dormouse fell asleep instantly, and neither of the others took the least notice of her going, though she looked back once or

twice, half hoping that they would call after her: the last time she saw them, they were trying to put the Dormouse into the teapot. (page 103)

The various servants neglect or ignore Alice; the animals, when the interview is concluded to their satisfaction, just go away. In spite of the etiquette which they all extoll, they are generally lacking in social grace and tolerance.

"I wish the creatures wouldn't be so easily offended," thinks Alice, after her interview with the Caterpillar (page 72). Her perception is, as always, acute. The creatures are disturbed by the offence to that dignity which they have already imperilled by deigning to hold discussion with the heroine. And like many adults, they sometimes misinterpret the taste or knowledge of the child. For instance, Humpty Dumpty:

"The King has promised me—with his very own mouth—to—to—"

"To send all his horses and all his men,"

Alice interrupted, rather unwisely.

"Now I declare that's too bad!" Humpty Dumpty cried, breaking into a sudden passion. *"You've been listening at doors—and behind trees—..."* (page 264)

The great exception is the White Knight, who thinks and talks as a child, and whose logic, though quaint, deals with things, not words.

The Wonderland and Looking-Glass creatures are there, minding their own business,



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before the appearance of Alice. They remain unchanged after Alice leaves. In *Through the Looking-Glass* they are, as it were, carrying out their professional duties: Humpty Dumpty sitting on a wall, Tweedledum and Tweedledee having their battle, the Lion and the Unicorn fighting each other round the town. Alice is useful to pass the time of day, to don the armour, to cut the cake, but she can have no significant role in the lives of the characters, which are already planned by inexorable fate. She cannot, like an ordinary heroine, influence the turn of events—though she frequently tries, she is generally unsuccessful:

"Oh, please mind what you're doing!" cried Alice, jumping up and down in an agony of terror. . . . "If everybody minded their own business," the Duchess said, in a hoarse growl, "the world would go round a deal faster than it does." (page 84)

"And all about a rattle!" said Alice, still hoping to make them a little ashamed of fighting for such a trifle. (page 243)

"Don't you think you'd be safer down on the ground?" Alice went on. . . . "That wall is so very narrow!" (page 263)

"It's too ridiculous!" cried Alice, losing all her patience this time. "You ought to have a wooden horse on wheels, that you ought!" (page 301)

The image appears, then, of a child moving among an adult society which has its own business to attend to, and bestows purely patronizing attention on the child. The irony, surely intentional, is that Carroll shows Alice as so obviously ahead of the others in sensitivity, common sense, and even logic. We sometimes fail to notice Alice's dialectic successes—they are not few:

"I call it purring, not growling," said Alice. (page 89)

"I didn't know it was *your* table," said Alice: "it's laid for a great many more than three." (page 94)

"It's always tea-time, and we've no time to wash the things between whiles."

"Then you keep moving round, I suppose?" said Alice.

"Exactly so," said the Hatter: "as the things get used up."

"But what happens when you come to the

beginning again?" Alice ventured to ask. "Suppose we change the subject." (pages 99-100)

Such successes are regularly marked by a change of subject by the embarrassed adult.

Slightly different in tone is Alice's treatment at the hands of the Red Queen, and the King and Queen of Hearts, who take her under some kind of protection. Alice is the only person not sentenced at the Croquet game, and it is the Queen of Hearts who introduces one of the few interviews which is not accidental, seeming in fact to be a sort of tourist attraction, appropriately enough at the sea-side:

"Have you seen the Mock Turtle yet?"

"No," said Alice. "I don't even know what a Mock Turtle is."

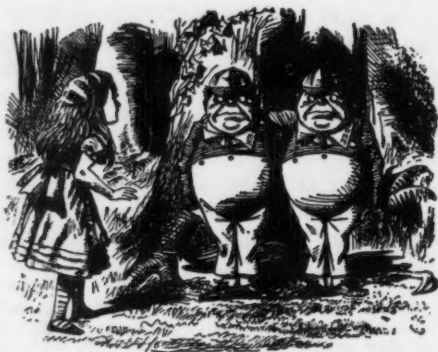
"It's the thing Mock Turtle Soup is made from," said the Queen.

"I never saw one, or heard of one," said Alice.

"Come on, then," said the Queen, "and he shall tell you his history." (page 124)

The Red Queen is an obvious governess character.

It is to these characters that Alice owes her principal debt of gratitude for the hospitality and entertainment of the excursion. Perhaps, then, it is not surprising that Alice's violent revolt coming at the end of each book, her moment of awakening, is directed against these characters particularly. They are the ones who have shown interest and kindness of a sort, so



that their imperiousness and temper tantrums are most irksome:

"Hold your tongue!" said the Queen, turning purple.

"I won't!" said Alice.

"Off with her head!" the Queen shouted at the top of her voice.

Nobody moved.

"Who cares for *you*?" said Alice . . . "You're nothing but a pack of cards!" (page 161)

"And as for *you*," she went on, turning fiercely upon the Red Queen, whom she considered as the cause of all the mischief—but the Queen was no longer at her side—she had suddenly dwindled down to the size of a little doll, and was now on the table, merrily running round and round after her own shawl, which was trailing behind her. (page 336)

In these cases, Alice's protests are successful, for they are based on the power-discoveries that she has made in the books—that size is power in the first, and that a Queen's rank is power in the second. These themes of size and royalty have been constant throughout, and Alice, in her final anger, gains the sudden insight necessary for her triumph and awakening. It is a symbolic representation of the maturing child's revolt—the effective benevolence of Lewis Carroll is seen in the fact that Alice's revolts are directed, not at real parents, but

against the Queen who had "the voice of the shepherd boy" (page 163) and the Queen who "really *was* a kitten, after all."

The stories of *Alice's Adventures in Wonderland* and *Through the Looking-Glass* have a literary relationship to the renaissance quest—the heroine travels in strange countries and encounters the eccentric inhabitants. Finally she arrives at a position of power in the distant fairyland and returns, wiser and mature, to reality.

The quest is here molded to fit the adventures of the child in the adult world. There is no steady maturing growth; as we saw, the stories are formless as narratives. Yet perhaps the impact for the young reader is more powerful because of this—there is a sudden moment of glory, unprepared for and unexpected, a successful revolt in the very citadels of adult life, the law court, and the dinner table. This is the moment of glory all may hope for: the child arises, cries out, and the opposition melts away in autumn leaves and cosmic collapse. And just for comfort, we find that it was all a dream.

"The Little Prince": A Legacy

On August 10, 1944, the literary world was shocked to learn that the plane of Antoine de Saint-Exupéry, French author-pilot, was missing. This time the tall, good natured poet of aviation was not to return as he had on so many other occasions. However, like other writers, he had left behind a remembrance, a legacy as it were: his books.

Some of his adult works, *Night Flight*, *Wind, Sand and Stars* and *Flight to Arras*, had won for him France's highest literary awards, as well as the plaudits of critics and millions of readers all over the world. Of these books much has been said. They have been described as philosophical, poetic, mystical, rhythmic—and indeed they are. Nonetheless, given but one phrase to describe the essence of their enduring quality, it would have to be said of them that above all else they "disturb."

It is just this disturbing element in his writing which leads me to comment on a part of Saint-Exupéry's legacy which has been overlooked all too often, a slight volume published the year before his disappearance and titled, *The Little Prince*, a book which he said was intended for children.

This little book is one of those which just refuses to drop into a nice neat niche. Is it a fairy tale? A parable? Is it meant for children? Adults? Does the message outweigh the narrative? The list of questions goes on. But perhaps it is precisely here that the very power of the book is to be found. It is unique, it poses problems for the reader, no matter who he may be, and it never fails to respect the intelligence

of the reader, no matter how young he may be.

Am I to recommend this book? If so, to whom? How am I going to introduce it? These are some of the special problems that Saint-Exupéry created for me as a librarian, when he introduced me to his *Little Prince* from Asteroid B-612.

Here is a book to which I am strongly attracted, but the reading experience has been so personal that I dare not recommend it without qualifying it. And what youngster wants a qualified recommendation?

So when I am asked for a good fantasy or fairy tale, now and then I slip in *The Little Prince* with one or two others, with a vague, "Here, try these, and let me know how you like them." I'm sorry to say that up until this time, the kids haven't been able to help me out of my dilemma either. Some liked it; others did not. From speaking to several of them I estimate that some of them found meaning; others did not.

Although the author hints in the dedication that this is a book for children, I still wonder if it is so. I have a hunch, and that's all it can be termed, that he is primarily interested in expressing himself in a new medium. I find the same things here that I found in his wonderful *Night Flight* and his other books, but here they are said in a new way. Perhaps they are said for a new audience; again, I cannot be sure.

Like the painter who turns from oils to water colors, he turns from his philosophical reminiscences to the fairy tale. He disciplines his writing so that the story unfolds in the simple, but poetic style of

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the traditional fairy tale. Every word seems essential in the telling.

In all of his books Saint-Exupéry expresses a mystical wonder about everyday life and common things. This book is no exception. His experiences as an aviator, his attraction to the culture of the East, and his philosophical outlook, all bring a rich quality of poetry to his work. He carries you away to places high above the clouds, your mind wandering among fields of thoughts, rich and provocative. When you look again, your feet have never left the ground. He has been speaking to you of ordinary things.

The Little Prince would challenge the term "ordinary things"; to him they are "matters of consequence." He would admonish me as he admonishes the author: "I know—I, myself," he says, "—one flower which is unique in the world, which grows nowhere but on my planet, but which one little sheep can destroy in a single bite. . . Oh! You think that is not important?"

Booth Tarkington spoofed the foibles of youngsters in *Seventeen*, and sometimes they resent it. But Saint-Exupéry has turned the trick, for here the adults are made the target for satire, and perhaps some of us will resent it. As he says to the children who will read this book, "I have lived a great deal among grown-ups. I have seen them intimately, close at hand. And that hasn't much improved my opinion of them."

He isn't making an attempt at being facetious either, for he proceeds to prove his theory that adults have no monopoly on wisdom.

The Little Prince has left his planet and his flower, to search for relief from his loneliness on other planets. After several stops he finds himself on Earth, where he meets the author, whose plane has been forced down in the desert.

When he first discovers that the flower which he has nurtured so carefully can be found by the millions on Earth, he becomes despondent. But slowly it is revealed to him that his flower is no less wonderful because of this, until he is finally able to say to a field of roses: "You are not at all like my rose . . . in herself alone she is more important than all the hundreds of you other roses: because it is she that I have watered . . . because it is she that I have sheltered . . . because it is for her that I killed the caterpillars . . . because it is she that I have listened to when she grumbled or boasted, or even sometimes when she said nothing. Because she is *my* rose."

This, therefore, is a love story. A love story in its own terms. Nor is it especially in terms for children, but rather in terms of universality; the same in which Hans Christian Andersen found himself so comfortable.

This is realism in its purest form. The Little Prince is not cute. He is the figure of the child we once were, but shall never be again. His character is not marred by sentimentality, however. He is a tragic lover, aware of the great consequences of love once found, and he faces them squarely.

"I am responsible for my rose," he says.

The culture of the East, which I mentioned before, also, transmits a special message to Americans through this book. A fox tells the Little Prince, "It is the time you have wasted for your rose that makes your rose so important." This comes from a way of thought which rarely penetrates our American hide. And as for mentioning such a thought to children—heresy!

I am reminded by it that Lin Yutang once listed America's three main vices as

(Continued on page 572)

The New Standards for School Libraries

What was the library like in the elementary school to which *you* went? No books at all? A few between book ends on the desks of the more enterprising teachers? A glass case in the principal's office? Shelves in a dark, locked-for-the-most-part closet or in a dreary basement room with cast off furniture? Total reliance on the children's room of a public library or on its small section of juvenile books or, if you are younger, on hurried visits to a bookmobile? Year after year I have been asking my college students preparing to become school librarians to share their early experiences, and, until the last decade, the pictures for the most part—rural or urban—have been pretty dreary ones.

But something has been happening almost over night in our elementary schools. Oh, of course, they were not all entirely without libraries before the 1950's. Over twenty five years ago a demonstration school librarian in upper New York state wrote the inspiring *The Elementary School Library—Why?*¹ And soon after that the country began hearing about Phyllis Fenner and the warm, friendly atmosphere she was creating in her school on Long Island.² Nearly twenty years ago a book was available spelling out the details of administering a library in the grades written by a supervisor of school libraries and an enthu-

siastic principal.³ In 1951 the elementary school principals of the country devoted their yearbook to the subject.⁴ But until very recently this having elementary school libraries was a pioneering kind of experience just as children's rooms in public libraries were in the early 1900's and as high school ones were twenty five years later.

Something *has* been happening in our elementary schools. Appointment Bureaus in teachers colleges and in library schools all over the country in the last three and four years have been flooded with requests for elementary school librarians. Professional magazines are containing many notices of vacancies. Some school systems are selecting their most successful teachers—those who have rapport with children, other teachers, and the administration, who already enjoy bringing children and books together—and not only asking them to take summer school courses to prepare for service in the elementary school library but actually subsidizing them while they are doing it. In my state of Washington it is expected that every new elementary school building make provision for a room devoted to library activities. In New York state the Division of Elementary Education recommends a full-time librarian for each 350 children enrolled in a school. Administrators, it would seem, are very much

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¹Gretchen Westervelt, "The Elementary School Library—Why?" (In *Library Journal*. v. 59, p. 685-87).

²Phyllis Fenner, *Our Library*. 1939.

³Jewel Gardiner, and L. B. Baisden, *Administering Library Service in the Elementary School*. 1941.

⁴Department of Elementary School Principals, *Elementary-School Libraries Today*. (30th Yearbook. Bulletin of the Department of Elementary School Principals. v. 31, no. 1)

aware that the indispensable key to a reading program, which is, in reality, the backbone of an elementary school curriculum, is the library. Books are the necessary "tools" for use in the remedial program, for stimulation of the more gifted, for creation of awareness and understanding of other peoples and countries, for arousing and maintaining interest in both natural and physical sciences, for comparison and evaluation of source materials, and for just plain teaching the Johnnys and Janes how to read in the first place and how to enjoy it in the second.

But, in spite of all this awakening interest, school people have been groping, experimenting, informally exchanging experiences, and asking such questions as: Is a *centralized* library necessary? What about classroom collections? How large should an elementary school be before a full-time librarian is employed? What qualifications should such a person have? What does she or he (since many men are going into this field) do besides selecting books, cataloging them, and "checking" them out to borrowers? How much clerical help should there be and for what jobs? Can the P. T. A. be of assistance? How? What is the little school of under 200 enrollment expected to do? How does the children's librarian of the public library fit into the picture? Should the elementary school librarian be responsible for audiovisual material other than books? How many books per child are really necessary for a good school library program? Should there be different standards for elementary and secondary schools? What kind of a room is needed? How can a program be evaluated qualitatively to know whether or not it is a good one? And, for the budget conscious, what does it cost to have the best? If "quality education" simply cannot

be provided, what is the next best and its cost?

Early in 1960 the long awaited *Standards for School Library Programs*⁵ was published by the American Association of School Librarians with the cooperation of twenty national associations ranging from the American Institute of Architects and the General Federation of Women's Clubs to those more primarily concerned with schools themselves. Every one of its 138 pages is significant—inspirational, practical, and very readable. It is virtually an outline of guidelines for the establishment of good school library service with the same standards applicable to all types of schools (public, independent, and parochial) and to all levels of elementary and secondary education. Problems inherent in starting a program in new schools, problems in attempting one in small schools, the importance of supervision at state, county, and local levels, the role of the administrators and of the teachers as well as of the librarians, ways of cooperating with the public library, the desirability of a teachers' professional library in every school—are all particularly considered as well as the qualitative and quantitative yardsticks for evaluating a program.

This does not purport to be a review or a digest in any way of those standards. Every school should have a copy and every board member, superintendent, and principal, every classroom teacher and librarian should familiarize himself with the contents. No article such as this could possibly reproduce the feeling of compulsion or the detailed information given by Dr. Frances Henne, Associate Professor, School of Library Service, Columbia University, and the co-editor, Miss Ruth Ersted, Supervisor,

⁵American Association of School Librarians. *Standards for School Library Programs*. American Library Association. 1960. paper, \$2.50; discussion guide, 65¢; together, \$3.00.

School Libraries, Minnesota State Department of Education. But dangerous though the practice is, a few quotations have been taken from the text with the hope that they in themselves may prove stimulating:

"In the education of all youth, from the slowest learner in kindergarten to the most intelligent senior in high school, an abundance of printed and audio-visual materials is essential." (p. 3) And, "It is the right of every child . . . in a democratic society to have the resources of learning easily accessible." (p. 7)

"A wealth of excellent material is available for children and young people, and there is no justification for the collections to contain materials that are mediocre in presentation and content." (p. 74) But, "Merely stocking schools with materials is not enough. There must also be arrangements that make these materials easily accessible to students and teachers that assure their optimum use." (p. 4) "Classroom collections . . . indicate limited resources and in no sense are the equivalent of school libraries." (p. 6)

"The forward-looking school . . . supports a well-planned school library program that provides for the careful evaluation and selection of materials, for the efficient organization of materials, and for the guidance and assistance desired by faculty members and students in selecting and using materials. In order to have the school library program that meets the needs of teachers and students satisfactorily and efficiently, the school must have the personnel, materials, funds, quarters, and equipment that are necessary for its successful performance." (p. 23)

"The well-trained professional school librarian should anticipate service as both a teacher and as an instructional materials specialist. Where adequate funds and staff are available, the school library can serve as an efficient and economical means of coordinating the instructional materials and equipment needed for a given school program." (p. 12)

"Reading guidance in the school library embraces a variety of approaches which make reading meaningful and attractive and also a voluntary activity for boys and girls. It involves the use of recordings, television and radio programs, films, and the theater. It includes book displays, book reviews by students in school publications, assembly programs, book talks, storytelling, reading aloud, and many other techniques." (p. 17) In addition, "An integrated program of library instruction taught throughout their school career enables children and young people to acquire independence and competency in their search for information and their use of materials." (p. 18)

"Ample space, harmonious arrangements, good lighting, blendings and contrasts in colors, functional furnishings, and proper control of sound create an atmosphere in

which students and faculty enjoy working and in which learning takes place." (p. 91)

"A truly dynamic library program of service to teachers could easily occupy the full time of an imaginative, resourceful school librarian in a school having 200 pupils, and of more librarians in larger schools." (p. 51) "In those schools having 200 or more students where the school library program is in the process of being developed, any transitional measure deemed expedient for staffing the library should be strictly interpreted as being temporary in nature. Every effort should be exerted toward providing the needed professional and clerical staff. Volunteer help by parents and other workers, part-time work in the library by teachers or by field librarians, services of retired teachers, and similar arrangements should be considered as being no more than temporary substitutes filling a gap until the time when the professional librarians and clerical workers needed for the school library are employed." (p. 57-58) Incidentally, "The basic program of general and professional education recommended for the school librarian is a five-year one." (p. 60)

"The provision of a functional program of library service for small schools (fewer than 200 students) . . . can come only as the result of a well-planned co-operative arrangement between several schools and a central agency established or equipped to provide such service." (p. 101)

Among the major quantitative standards recommended are: "Minimum size of the collections in schools having 200-999 students—6,000-10,000 books. 1,000 or more students—10 books per student." (p. 25) "Annual funds for books in the school library in schools having 250 or more students at least \$4.00-\$6.00 per student . . . It should be noted that the expenditure of the bare minimum of \$4.00 per student means that approximately only one book per student can be added to the school library every year . . . Additional funds are required for encyclopedias, magazines, supplies," etc. (p. 83)

"The most important part of the library program is the work with students and teachers." (p. 7) "Centralization of one or more of the processes of organization (ordering, receiving, equipping for circulation, classifying, and cataloging) insures economy of time and effort and also provides uniformity within the school system. It permits the librarian in the school to devote most of his time and professional skills to pupils and teachers." (p. 112)

Who is to provide the impetus for the undertaking of such programs? "On many occasions, the concerted action of some civic group or other organization has been largely responsible for establishing libraries in schools." (p. 5) "School board members and school administrators, however, have the greatest responsibility and opportunity for making certain that the schools have libraries with functional programs and excellent resources." (p. 29)

As I was selecting these quotations from the *Standards*, a student who has her library school degree and is now taking graduate courses in education came into my office to tell me of her new position. She is to be responsible for the elementary school library program of the five schools in a town on the Alaska Highway literally hundreds of miles away from a city, deep in the province of British Columbia. She wondered at first that people on such a remote place would be seeking a librarian for their elementary schools. Then she discovered that there was one very "library-minded" person on the school board!

This is all theoretically very interesting but precisely what, translated into terms of service, does it signify to the elementary school teacher—to *you*? It means, if the new standards are met, that you, in the first place, have had a course in children's literature as part of your preparation to be a teacher. And your administrators, having been well indoctrinated even in their undergraduate professional courses as to the important place of the library in the school, are giving enthusiastic support to the program. It means that your school, however small, has a centralized collection of books, carefully selected, up-to-date, attractive ones meeting recreational and curricular needs for children at all levels of ability and cataloged simply enough for their use. It is a large collection (schools under 300, for instance, needed far more than ten books per child). To this basic collection is added not less than one book a year for every boy and girl. Perhaps the library is also the center for audio-visual materials. At any rate the librarian (for you will have a full-time one or be sharing, in the smallest schools, the services of a fully prepared person) knows what is available in this field and cooperates in bringing it to your

attention and making it accessible to you—magazines and pictures, of course, but also such things as films and film strips, slides and even "realia" (those three dimensional objects, museum materials, dioramas, models, samples, and the like which are so useful in teaching). Incidentally, you may borrow as many books as you wish for the classroom and keep them as long as there is need from one class period to several weeks; children not only use books in school but are expected and urged to take them for home use as well.

Your librarian, an enthusiastic, receptive, "out-going" person with a background of elementary school teaching, knows in what subject areas you have need for materials and is quick to suggest them. He watches even professional literature. It was an article in *Elementary English*⁶ called to the attention of the third grade teacher, which started our love affair with *Charlotte's Web*! And another was made happy with just the amount and kind of information Mrs. Arbuthnot⁷ gives about choral reading. This librarian of yours knows each child by name and is constantly alert to individual interests and abilities. He is so thoroughly acquainted with the contents of the books themselves that children frequently ask in awe if he has read every book in the library! He is never, never too busy to consult with you or a child. In fact the preparation of materials, previously such a time consuming chore, is probably done in a central office so that undivided attention can be given individuals. He is a frequent visitor to your classroom whether it be to participate in some project or to admire newly acquired pets or to share the results of a cooking

⁶Lucy Nulton, "Eight Years Old Tangled in *Charlotte's Web*," (In *Elementary English*. v. 31, no. 1, p. 11-16)

⁷M. H. Arbuthnot, *Children and Books*, 2d ed. 1957. Chapter 10.

lesson. But the regular contacts are in the library itself. You go with all your children at least once a week for planned activities well integrated with the work of the classroom—instruction in the use of tools when such is deemed necessary to finding information on some subject, exploratory times when reading-for-fun is especially emphasized, playing games in the identification of book characters, storytelling, listening to records. However, smaller groups and individuals are welcome at any time whether bent on classroom or personal subjects. And in the kindergarten it is none too soon to start.

In fact, the library room is adapted to all ages and sizes as far as furniture and general usability are concerned. It is easily accessible, light and bright and cheerful, inviting in every way with a busy hum of quiet activity. Shelves are low enough so that books can be reached by the youngest readers and there is plenty of room between the informally arranged tables. Its bulletin boards and display cases contain ever changing materials. The room will be open before and after school as well as during regular class hours—and possibly during summer vacations. But even if the latter is so, the school librarian encourages the use of the children's room in the public library.

Up to this point, and appropriately so, I have emphasized the service aspects of the school library program. But no one as closely associated with children's books as I have been for a professional lifetime could conclude a discussion such as this without emphasizing the importance of book selection itself and calling attention to the very real problem and challenge it presents. No library program would be possible without much thought, time, effort, and professional knowledge given to the choice of materials. Good, bad, and indif-

ferent titles are among the approximately 2,000 published for boys and girls every year. The person who buys the books must necessarily pick a cautious way among them if full value is to be received. This person, the school librarian, must have his eyes on the stars—ever alert to the real literature with its enduring values and eager to provide in abundance and prepared to promote the use of the truly distinguished (the imaginative, the beautifully illustrated editions of classics, the folk tales and the great hero stories, the myths and epics, the occasional biography and book of fiction which soars above the commonplace, the Newbery Award ones). He must make sure that, in the pressure of supplying obvious needs, no mechanical bird is substituted for the real one.⁸ And yet he must have his feet very much on the ground and know there are various routes to the appreciation of the song of the nightingale.⁹ Not only must the choice picture books be available—the ones to be pored over by, shared with, and read to the younger children but the best of the deluge of *I-can-read's*, *Easy-to-read's*, *Beginning-to-read's* and *Beginner Books* which speedily followed the publication of *Cat in the Hat*, *Little Bear*, and *Nobody Listens to Andrew* a scant three years ago. He must be well versed in the "here-and-now" books, in horse stories, mystery, and family ones, in adventure and romance, in funny and good read-aloud ones. He must know his way in the many informational series now being published which contain hundreds of books confusing in number and similarity—titles aplenty about practically every country from Japan to

(Continued on page 527)

⁸F. C. Sayers, "Lose Not the Nightingale." (In American Library Association Bulletin, v. 31, p. 621-28)

⁹D. V. Smith, "Lose Not the Nightingale—A Challenge and Counter-Challenge." (In American Library Association. Bulletin. v. 32, p. 7-13)

Recent Easy Books for First-Grade Readers

- | | | |
|---------------------|--|---------------|
| Anderson, Sybil | Surprise Fun | Beckley-Cardy |
| Ardizzone, Edward | Tim All Alone | Oxford |
| d'Aulaire, Ingri | Too Big | Doubleday |
| Austin, Margot | Brave John Henry | Dutton |
| Averill, Ester | How the Brothers Joined the Cat Club | Harper |
| Banner, Angela | Ant and Bee | Watts |
| | More Ant and Bee | Watts |
| | One, Two, Three with Ant and Bee | Watts |
| Barker, Melvern | Little Sea Legs | Oxford |
| | Country Fair | Oxford |
| Barnum, Jay | Little Old Truck | Morrow |
| Barr, Jene | Policeman Paul | Whitman |
| Bascom, Joe | Malcolm Softpaws | Lippincott |
| Battle, Florence | Jerry | Beckley-Cardy |
| | Jerry Goes Fishing | Beckley-Cardy |
| | Jerry Goes Riding | Beckley-Cardy |
| Becker, Charlotte | Three Little Steps and the Part | Scribner |
| | Three Little Steps and the Spotted Horse | Scribner |
| | Three Little Steps and the Snow Dog | Scribner |
| Becker, Edna | Nine Hundred Buckets of Paint | Abingdon |
| Begg, John | Two Little Tigers and How They Flew | Oxford |
| Behn, Harry | All Kinds of Time | Harcourt |
| Bein, Jerrold | Andy and the School Bus | Morrow |
| | Boy on Lincoln's Lap | Morrow |
| | Mister Boss | Morrow |
| | Thin Ice | Morrow |
| | Tim and the Tool Chest | Morrow |
| | Twelve O'Clock Whistle | Morrow |
| Beim, Lorraine | Benjamin Busybody | Harcourt |
| Benchley, Nathaniel | Sam and the Firefly | Random |
| Bendick, Jeanne | First Book of Supermarkets | Watts |
| Bergman, Astrid | Micki, The Baby Fox | Macmillan |
| Berkeley, Ethyl | The Size of It | Scott |
| Boutwell, Edna | The Red Rooster | Aladdin |
| Bradbury, Bianco | One Kitten Too Many | Houghton |
| Brenner, Barbara | Somebody's Slippers | Scott |
| | Somebody's Shoes | Scott |
| Bright, Robert | Miss Pattie | Doubleday |
| Broekel, Ray | The True Book of Tropical Fishes | Childrens |
| Bromhall, Winifred | Bridget's Growing Day | Knopf |
| Brown, Marcia | The Little Carousel | Scribner |
| Brown, Margaret W. | Big Red Barn | Scott |
| | Sneakers | Scott |
| | Willie's Adventures | Scott |
| | The Three Billy Goats Gruff | Harpers |
| | My World | Harpers |
| | Little Frightened Tiger | Doubleday |
| | Three Little Animals | Harpers |
| | Little Lost Lamb | Doubleday |
| | Sleepy Little Lion | Harper |
| | Wait Till the Moon Is Full | Harper |
| | Wheel on the Chimney | Lippincott |
| | The Little Fir Tree | Crowell |
| | Good Night Moon | Harper |
| | Little Brass Band | Harper |
| | Red Light, Green Light | Doubleday |

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Budney, Blossom	A Kiss Is Round	Lothrop
Bulla, Clyde	A Ranch for Danny	Crowell
	Surprise for a Cowboy	Crowell
Buntain, Ruth	Birthday Story	Holiday
Carroll, Ruth	Where's the Bunny?	Oxford
Castle, Jane	Peep-Lo	Holiday
Chandler, Edna	Cowboy Sam	Beckley-Cardy (108 different words)
	Cowboy Andy	Random
	Cowboy Sam and Dandy	Beckley-Cardy
	Cowboy Sam and Miss Lily	Beckley-Cardy
	Cowboy Sam and Flop	Beckley-Cardy
	Cowboy Sam and Porky	Beckley-Cardy
	Cowboy Sam and Shorty	Beckley-Cardy
	Cowboy Sam and Freddy	Beckley-Cardy
	Billy and the Cowboys	Random
Chandler, Thomas	Seeing Sound	Childrens
Charlip, Remy	Where Is Everybody?	Scott
Chichester, Imogen	Nanny's Secret	Warne
Christensen, Haakan	Little Bruin	Hale
Clemons, Elizabeth	Wings, Wheels and Motors	Grossett
Colby, Jean	Elegant Eleanor	Hastings
Cook, Bernadine	Curious Little Kitten	Scott
	Looking for Susie	Scott
Cordts, Anna	I Can Read	Benefic
	Tommy O'Toole and Larry	Benefic
Creekmore, Raymond	Lokoshi Learns to Hunt Seals	Macmillan
Curren, Polly	This Is a Town	Follett
Daly, Maureen	Patrick Visits the Farm	Dodd, Mead
Darby, Gene	What Is a Season?	Benefic
	What Is a Turtle?	Benefic
Davis, Mary	Rickie	Steck
	Pinkie	Steck
De Angeli, Marguerite	Just Like David	Doubleday
	Nursery and Mother Goose Rhymes	Doubleday
DeLafield, Clelia	Mrs. Mallard's Ducklings	Lothrop
Denison, Carol	A Part Time Dog for Nick	Dodd
DeRegniers, Beatrice	The Giant Story	Harper
	Little House of Your Own	Harcourt
Derman, Sarah	Pretty Bird	Benefic
	Surprise Egg	Benefic
	Pony Ring	Benefic
	Big Top	Benefic
	Monkey Island	Benefic
	Poker Dog	Benefic
Dietrick, Lottie	My Red Puzzle Book	McCormick-Mathers
	My Blue Puzzle Book	McCormick-Mathers
Disney, Walt	Here They Are	Heath
	Water Babies Circus	Heath
	Donald Duck and His Nephews	Heath
	Santa's Toy Shop	Simon and Schuster
Doane, Pelagie	The First Day	Lippincott
Dolch, Edward	In the Woods	Garrard
	Monkey Friends	(205 different words)
	On the Farms	Garrard
	Tommy's Pets	(205 different words)
	Zoo Is Home	Garrard
	Horse Stories	(205 different words)
	Animal Stories	Garrard
	Irish Stories	(315 different words)
		Garrard
		(315 different words)

	Bear Stories	Garrard (315 different words)
	Circus Stories	Garrard (315 different words)
	Dog Stories	Garrard (315 different words)
	Dog Pals	Garrard (220 different words)
	I Like Cats	Garrard (220 different words)
	Big, Bigger, Biggest	Garrard (220 different words)
	Friendly Birds	Garrard (220 different words)
	Some Are Small	Garrard (220 different words)
	Navaho Stories	Garrard (315 different words)
	Tepee Stories	Garrard (315 different words)
	"Why" Stories	Garrard (315 different words)
	Elephant Stories	Garrard (315 different words)
	Folk Stories	Garrard (315 different words)
	Lion and Tiger Stories	Garrard (315 different words)
	Lodge Stories	Garrard (315 different words)
	Pueblo Stories	Garrard (315 different words)
	Wigwam Stories	Garrard (315 different words)
Duvoisin, Roger	Two Lovely Ducks	Knopf
Earle, Vana	One Thousand Christmas Beards	Knopf
Eastman, P. D.	The Busy Man and the Nighttime Noises	Lothrop
	Sam and the Firefly	Random (195 different words)
Elkin, Benjamin	The Big Jump	Random (207 different words)
Ernest, Edward	Peter's Birthday Party	Oxford
Estes, Eleanor	A Little Oven	Harcourt
Evers, Alf and Helen	All About Copy Kitten; Fussbunny	Cadmus
	Crybaby Calf	Cadmus
	Sloppy Joe	Rand McNally
Fatio, Louise	The Happy Lion Roars	Whittlesey
Fiedler, Jean	Green Thumb Story	Holiday
Fine, Aaron	Peter Plants a Pocketful	Oxford
Flack, Marjorie	Wag-Tail Bess	Doubleday
	Angus and the Ducks	Doubleday
	Boats on the River	Viking
Floethe, Louise	Terry Sets Sail	Harper
Foster, Polly	My Kitten	Melmont
	My Puppy	Melmont
Francoise	Biquette	Scribner
	Springtime for Jeanne-Marie	Scribner
	What Do You Want to Be?	Scribner
	The Thank-you Book	Scribner
Freeman, Mae	You Will Go to the Moon	Random
Friedman, Rose	Whistle for Tootles	Abingdon
Friskey, Margaret	Mystery of the Gate Sign	Childrens
	Mystery of the Broken Bridge	Childrens
Frissell, B. O.	Fun at the Playground	Macmillan
Gay, Zhenya	What's Your Name?	Viking
Geisel, T. S. (Dr. Suess)	Cat in the Hat	Random (223 different words)
	Cat in the Hat Comes Back	Random (252 different words)

Georgiady, Nicholas	Gertie the Duck	Follett
Gilbert, Helen	Mr. Plum and the Little Green Tree	Abingdon
Gipson, Morrell	Hello, Peter	Doubleday
Grossett, Margaret	First Book of Boats	Watts
Goldberg, Martha	Wait for the Rain	Holiday
	The Lunch Box Story	Holiday
Gramatky, Hardie	Little Toot	Putnam
Grannon, Mary	This Is Maggie Muggins	Pennington
	More Maggie Muggins	Pennington
	Maggie Muggins and Her Animal Friends	Pennington
Gray, William	We Three	Scott, Foresman
Green, Mary	Everybody Eats	Scott
	Everybody Has a House	Scott
Greene, Carla	I-Want-To-Be-Books	Childrens
	Animal Doctor	
	Baker	
	Pilot	
	Policeman	
	Teacher	
	Nurse	
	Truck-Driver, etc.	
Guilfoile, Elizabeth	Nobody Listens to Andrew	Follett
		(102 different words)
Gulick, Peggy	Sing, Sang, Sung and Willie	Knopf
Gustafson, Anne	Tim or the Tall Grain Farm	Benefic
	Shad of the Circle C Ranch	Benefic
	Watch the Kitten Grow	Crowell
Hall, William	The True Book of the Circus	Childrens
Harmer, Mabel	Animals of Friendly Farm	Follett
Hartwell, Marjorie	Big New School	Follett
Hastings, Evelyn	I Know a Secret	Winston
Hildreth, Gertrude	Lost and Found	Abingdon
Hitte, Kathryn	Four Friends	Follett
Hoff, Carol	Danny and the Dinosaur	Harper
Hoff, Syd	Julius	Harper
	Sammy the Seal	Harper
Hoffman, Elaine	Family Helpers	Leibel
Hogan, Inez	Ned and Nancy	Dutton
		(212 different words)
Hogner, Nils	Sad Eye the Clown	Abelard
Hoke, Helen	First Book of Dolls	Watts
Holland, Marion	A Big Ball of String	Random
	Muggsy	Knopf
Holsaert, Eunice	Outer Space	Holt
Holt, Jack	Lance and His First Horse	McGraw
Huber, Miriam	Cinder the Cat	American
	I Know a Story	Row, Peterson
	The Ranch Book	Macmillan
	Rusty Wants a Dog	Macmillan
	Skags, the Milk Horse	American
Hurd, Edith	Last One Home Is a Green Pig	Harper
Hurley, William	Dan Frontier	Benefic
	Dan Frontier Goes Hunting	Benefic
	Dan Frontier with the Indians	Benefic
Ipcar, Dahlov	Brown Cow Farm	Doubleday
	World Full of Horses	Doubleday
Jackson, Kathryn	Pets Around the World	Silver
	Homes Around the World	Silver
Jupo, Frank	Hinkeldinkl	Macmillan
Kaune, Merriman	My Own Little House	Follett
Kay, Helen	One Mitten Lewis	Lothrop
King, Patricia	Mabel the Whale	Follett
Klein, Leonore	Brave Daniel	Scott
Koch, Dorothy	When the Cows Got Out	Holiday
	Let It Rain	Holiday
	I Play at the Beach	Holiday

Krause, Ruth	Is This You?	Scott
Kraus, Robert	Junior, the Spoiled Cat	Oxford
Krueger, Louise	The Scare Crow	LK Pubs.
Kunhardt, Philip	Hats Make You Happy	Sterling
La Rue, Mabel	Tiny Toosey's Birthday	Houghton
Lattimore, Eleanor	Fairbay	Morrow
Lattin, Anne	Peter's Policeman	Follett
		(318 different words)
Lauber, Patricia	Runaway Flea Circus	Random
Leary, B. E.	Bucky's Friends	Lippincott
	Making Friends	Lippincott
Lenski, Lois	I Like Winter	Walck
	Now It's Fall	Oxford
	Little Airplane	Oxford
	Little Train	Oxford
	Cowboy Small	Oxford
	Papa Small	Oxford
	A Dog Came to School	Oxford
	Surprise for Davy	Oxford
	Straight Up	Macmillan
Lent, H. B.	Stevie Finds a Way	Abingdon
Liebers, Ruth	Finders Keepers	Harcourt
Lipkind, William	The Trouble with Francis	Walck
Lord, Beman	Tommy and the Telephone	Whitman
MacGregor, Ellen	Just Like Me	Abingdon
Mackay, Ruth	Good-Bye Thunderstorm	Lippincott
Marino, Dorothy	Small Farm for Andy	Macmillan
Mason, Miriam	The Buttons at the Zoo	Beckley-Cardy
McCall, Edith	The Buttons and the Whirlybird	Beckley-Cardy
	The Buttons See Things That Go	Beckley-Cardy
	The Buttons at the Pet Parade	Beckley-Cardy
	The Buttons Take a Boat Ride	Beckley-Cardy
	The Buttons and Mr. Pete	Beckley-Cardy
	The Buttons at the Farm	Beckley-Cardy
McClintock, Mike	A Fly Went By	Random
	Stop That Ball	Random
McGaw, Jessie	Painted Pony Runs Away	Nelson
McIntire, Alta	Billy Goes to School	Follett
McLeod, Emilie	The Seven Remarkable Bears	Houghton
Meeks, Esther	Something New at the Zoo	Follett
		(167 different words)
	In John's Back Yard	Follett
	The Hill that Grew	Follett
Minarik, Else	No Fighting, No Biting	Harper
	Little Bear	Harper
	Father Bear Comes Home	Harper
Miner, Irene	True Book of Policemen and Firemen	Childrens
Moore, Lillian	Tony the Pony	Whittlesey
Newberry, Clare	T-Bone the Babysitter	Harper
Norton, Natalie	Little Old Man	Rand McNally
Olds, Helen	Miss Hattie and the Monkey	Follett
Orsmy, Virginia	It's Saturday	Lippincott
Osswald, Edith	Animal Story Books	Heath
	Our Animal Books	Heath
Ozone, Lucy	All in One Day	Whitman
Parke, Margaret	My First Book to Read	Grossett
Paul, Grace	Some Day	Abelard
	Freddy, the Curious Cat	Doubleday
Petersham, Maud	The Circus Baby	Macmillan
Phleger, Frederick	Whales Go By	Random
	Ann Can Fly	Random
Prat, Margorie	Fun for You	Sanborn
	Story Wagon	Singer
	Read Another Story	Sanborn
	Long, Long Ago	Sanborn
	Story Time	Singer
Rand, Ann	Sparkle and Spin	Harcourt

Woodcock, Louise
 Wooley, Catherine
 Wondriska, William
 Zolotow, Charlotte

Smart Little Boy and His Smart Little Kitten
 This Is the Way the Animals Talk
 I Like Trains
 Schoolroom Zoo
 1, 2, 3, A Book to See
 One Step, Two

Scott
 Scott
 Harper
 Morrow
 Pantheon
 Lothrop

NEW STANDARDS

(Continued from page 520)

Africa, about every scientific subject from dinosaurs to weather, from birds to Mars, about every likely person from Christopher Columbus to George Washington Carver—all, at first glance, more or less alike. Which are really authentic? Which are too superficial to be of value? Which could serve as "stepping-stone" books? Which may fill a temporary need? Which are likely to be of permanent use? Which are important because of photographs? Which have information not elsewhere obtainable? Which are indexed? Which may challenge the gifted? Which may capture the attention of the reluctant reader? Which is mere duplication of material already available? Which need prebinding? Which would be the wisest purchase if titles on a subject must be

limited? Objective standards of evaluation, curricular needs, personal interests and varying abilities of all children must be kept constantly in his mind as he studies book lists, reads the reviewing periodicals, examines the books themselves, and consults with teachers. It is no mean task—this establishment and maintenance of a workable collection.

Given the excellent collection, the qualified librarian, and the suitable room, whether you call the library the pulse, heart, or hearthstone of your elementary school, the reading laboratory or the materials center, you will consider it an integral and indispensable part. Every school needs one; every school can have one. The way has been charted; the guideposts have been erected. We have the *Standards*!

The National Council of Teachers of English will sponsor a special luncheon at the annual convention of the Association for Supervision and Curriculum Development in Chicago on Monday, March 13, 1961. Professor Ruth Strickland will speak on "The Implications of Structural Linguistics for Elementary English," and NCTE President Harold B. Allen will discuss the same topic for the secondary school level. Luncheon reservations for \$3.50 must be made in advance by writing to the National Council of Teachers of English, 508 S. Sixth St., Champaign, Illinois.

Riechert, Edwin	Bucky's Friends	Lippincott
	Making Friends	Lippincott
Rey, H. A.	Curious George Gets a Medal	Houghton
Rey, Margaret	Curious George Flies a Kite	Houghton
		(218 different words)
Richards, I. A.	First Steps in Reading English	Pocket Books
		(4 books 316 different words)
Robinson, Irene	Picture Book of Animal Babies	Macmillan
Scaar, Grace	All About Dogs, Dogs, Dogs	Scott
	The Little Red House	Scott
	Nothing but Cats, Cats, Cats	Scott
	The Very Little Dog	Scott
	What Do They Say?	Scott
Scarry, P.	Fun Around the World	Silver
Schlein, Miriam	Big Talk	Scott
	When Will the World Be Mine	Scott
	Go with the Sun	Scott
Schneider, Nina	While Susie Sleeps	Scott
Scott, Sally	Tinker Takes a Walk	Harcourt
	Binky's Fire	Harcourt
	What Susan Wanted	Harcourt
Scott, William	The Apple Jack Ate	Cadmus
Selsam, Millicent	Seeds and More Seeds	Harper
Shapp, Martha	Let's Find Out What's Big and What's Small	Watts
		(91 different words)
	Let's Find Out What the Signs Say	Watts
		(98 different words)
Sharp, Adda	Who Are You?	Steck
	Watch Me	Steck
	Daffy	Steck
	Downy Duck Grows Up	Steck
	Where Is Chubby Bear?	Steck
	Up a Tree	Steck
	Secret Places	Steck
	Every Day a Surprise	Steck
	Did You Ever?	Steck
Slobodkina, Esphyr	The Wonderful Feast	Lothrop
Slobodkin, Louis	Dinny and Danny	Macmillan
	Mr. Mushroom	Macmillan
	The Seaweed Hat	Macmillan
Smock, Nell	Little and Big	Abingdon
Smith, L. E.	Up a Tree	Viking
Smith, Virginia	Little Janie's Christmas	Follett
Steiner, Charlotte	Kiki Skates	Doubleday
	Kiki and Muffy	Doubleday
	Kiki Loves Music	Doubleday
	Pete's Puppets	Doubleday
Stewart, Elizabeth	Billy Buys a Dog	Reilly
Stolz, Mary	Emmett's Pig	Harper
Tresselt, Alvin	Raindrop Splash	Lothrop
	Johnny Maple-Leaf	Lothrop
	Wake Up City	Lothrop
	Follow the Wind	Lothrop
	I saw the Sea Come In	Lothrop
	White Snow, Bright Snow	Lothrop
Tudor, Iasha	Around the Year	Oxford
Twoikov, Jack	The Camel Who Took a Walk	Dutton
Udry, Janet	A Tree Is Nice	Harper
Vreeken, Elizabeth	The Boy Who Would Not Say His Name	Follett
Watson, Nancy	What Is One?	Knopf
	What Does A Begin With	Knopf
Weil, Alvin	The Very First Day	Appleton
Weiss, Harvey	Paul's Horse Herman	Putnam
Wiig, Hanna	The Tale of Tiny Tutak	Lippincott
Williams, Garth	Chicken Book	Harper
Winters, Mary	Teach Me to Read	Hart

its owner changes his occupation—but the dog is hunted and finally killed by a falling branch. It is a fine story of faithfulness of man and dog and seldom fails to evoke deep understanding in the reader. *Children of the Dark People* relates the interesting wanderings of two aboriginal children and has, accordingly, great interest on account of this novel subject matter.

Mrs. Aeneas Gunn's two books have achieved the status, in Australian literature, of national children's classics. *We of the Never-Never* relates the author's experiences in the vast, desert Northern Territory of Australia, and includes not only an accurate account of the hardships of this pioneering territory, but also touching episodes of the lives of aboriginals and whites who are completely dependent upon one another in a land of little rain, no luxury, and endless hardship.

The Little Black Princess, however, is an account of Bet Bet, an aboriginal girl, who has a distinct juvenile appeal. The book describes her life on a sheep station (ranch) and gives accurate details of aboriginals' habits, beliefs, and general way of life in what is now a white man's country.

Perhaps the most important writer of young people's books in Australia at present, Henry G. Lamond, has three books that are widely popular among young readers. Of these, *Big Red*, which is a "biography" of a kangaroo, and *White Ears*, the story of a dingo, or wild dog, are the best. *The Manx Star* is the story of a thoroughbred racehorse which, while set on a Queensland farm, escapes and joins the wild horses of the "bush."

Ethel Turner, who was born in England in 1872 and migrated to Australia at the age of ten, wrote over fifty children's books. But of these *Seven Little Australians* is without doubt the most popular, having

gone through innumerable editions and having attained the eminence of one of the few "standard" Australian children's books: an eminence shared only by Mrs. Gunn's two novels.

In these nine books, then, a school library can provide stories of considerable interest to children in the higher grades, and can supplement class work in citizenship and social studies. The novelty of subject matter alone will ensure that these books will gain a well-deserved popularity in the school library.

B. Grades 7 and 8 List:

- | | |
|--------------------|--|
| Browne,
T. A. | <i>Robbery Under Arms</i> (1888) |
| Clarke,
Marcus. | <i>For the Term of His Natural Life</i> (1874) |
| Clune,
Frank. | <i>Dig: A Drama of Central Australia</i> (1937) |
| | <i>Ben Hall the Bushranger</i> (1947) |
| Idriess,
Ion L. | <i>Man Tracks: With the Mounted Police in the Australian Wilds</i> (1935) |
| | <i>Lasseter's Last Ride: An Epic of Central Australian Gold Discovery</i> (1936) |

The first two books in this list are always included among critics' short lists of the very best Australian literature. The first, *Robbery Under Arms*, is a truly engaging story of the bushranging and gold-mining era in Australia, told in the form of a simple, first-person narrative. The book introduces us to Captain Starlight, the Australian equivalent of the conventionally colorful outlaw of international fiction.

His Natural Life (which is the customary short-title of Marcus Clarke's book) is Australia's classic treatment, in fictionalized form, of the Convict Days of Tasmania's early history, showing the full brutality of the system in a very remarkably sustained narrative which might well be compared to *Les Misérables* for its realism.

(Continued on page 535)

Books About Australia

Children in the elementary grades usually love to read about faraway places. Distant countries have always had a somewhat exotic appeal to readers, whether young or old, but when children hear about foreign nations in their social studies lessons, their interest is stimulated so that the school library has an excellent opportunity to help them develop their own knowledge—and their reading ability—by providing suitable books about countries, people, and animals overseas. And, of course, usually the most accurate books are those published in the countries described in these books.

Australia is frequently in the news these days, and it often crops up in classroom work: the natural "freaks," such as platypus, the koala bear, the kangaroo, and the emu, have always had a fascination for children—even Australian elementary graders. In the belief that a few well-chosen books about Australia will assist in integrating reading and social studies in the classroom, I have prepared the following list of books for the school library. The list falls into two sections: the first is of books that are written so that children of grades five and six should find no difficulty in reading them unaided; the second is comprised of books that are suitable only for the better readers of the junior high school. This second list is, however, suitable also for high school and adult readers who want to become acquainted with some of the standard works of Australian literature.

A. Elementary grades List:

- | | |
|--------------|------------------------------------|
| Davison, | <i>Man Shy</i> (1931) |
| Frank Dalby. | <i>The Children of the Dark</i> |
| | <i>People</i> (1936) |
| | <i>Dusty</i> (1946) |
| Gunn, | <i>The Little Black Princess</i> |
| Mrs. Aeneas. | (1905) |
| | <i>We of the Never-Never</i> |
| | (1908) |
| Lamond, | <i>White Ears, the Outlaw: The</i> |
| Henry G. | <i>Story of a Dingo</i> (1949) |
| | <i>Big Red</i> (1950) |
| | <i>The Manx Star</i> (1954) |
| Turner, | <i>Seven Little Australians</i> |
| Ethel. | (1894) |

This short list represents the best of juvenile literature written in Australia. While they might not all be obtainable from local bookstores, they are all still in print and are obtainable from Angus and Robertson, Ltd., Castlereagh Street, Sydney, N.S.W., Australia. In standard library editions, the entire list of nine books can be purchased for just over \$15, including postage from Australia.

Man Shy: A Story of Men and Cattle received the Gold Medal of the Australian Literature Society as the best novel published in Australia in 1931. This, indeed, was a remarkable achievement for what is, essentially, a children's book—though it is also a beautifully written work of fiction. It is the story of a red heifer, motherless soon after birth, fostered by another cow of the wild and yet uncaptured and untamed cattle of the bush country, caught, escaping, and finally becoming the sole survivor of the herd. *Dusty* is the story of a mongrel dog which is trained by its owner as a sheep dog, but the "dingo" (wild dog) becomes a sheep-killer. Rather than destroy the dog,

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Needed Vocabulary

We all know that children who are still in the process of learning to read need some kind of controlled vocabulary for their reading matter. An adult, who has an active vocabulary of many thousands of words, just cannot sit down and write, in his ordinary way, material that is suited for these children to read. If he tries to do so, there will be many stumbling blocks for the children, words which they cannot pronounce or words of which they do not know the meaning. The result for the child will be failure to get the right meaning or so much frustration that the reading will stop. Then the child will be confirmed in a growing belief that reading is "hard" and that, after all, reading is just too much trouble.

To avoid such a disastrous result, writers for children have for a long time adopted what is called "vocabulary control," which means that they try to keep the vocabulary within the child's range, both as to recognition and as to knowing meanings.

Control of vocabulary has so far been a limitation of the words in any reading matter to some list which it is assumed the children of the age under consideration will know and understand. The content of the reading matter, the ideas and the story, are then "squeezed," as it were, into this list. But those who have written under controlled vocabulary know that this is just not always possible. Any material, any story, sooner or later demands an idea, a word, which is not on the list. So this "extra" word must be used, and it is used.

Thus all writing under controlled vocabulary finds that it has "extra" words. The number of these is kept to a minimum, of course, but the "extra" words are always there.

The very presence of these "extra" words demonstrates quite conclusively that certain words are "needed" for the telling of certain ideas. For the moment, let us limit this discussion to the telling of stories. So as for the telling of stories, we can say, on the one hand, that for certain grades we do have a list which is the "permitted" vocabulary. On the other hand, we also have for those grades a "needed" vocabulary, which is proven by the necessary use of "extra" words.

We have for a long time wondered about these "needed" words in story telling. They seem to fall into two classes. One class is "special words" which are demanded by certain content. A story about tigers will have to have the word "tiger" in it whether this word is on the permitted list or not. Similarly, a story about the circus will have to have "menagerie" and "acrobat" and so on. These are special words demanded by the subject. Every story has such special words, which are "extra" to the permitted list.

There are also, it seems, many words which are just necessary in any story-telling which deals with human beings and ordinary events. One such might be "end," since many things have an end or come to an end. Another might be "inside," for there is the inside of houses, of rooms, of boxes, etc. Another might be "touch," for people touch things, things touch one another, and the like. There are, in all stories about people, relationships, qualities, ac-

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tions, which are so common that one can hardly tell stories without mentioning them. We would call this class the "needed" words, rather than the special words mentioned above. The special words are needed, of course, but only in a certain story.

Which words are the really "needed" words? A way was developed by which these words might be discovered.

For some time, we have been writing stories for children on many subjects, ranging from Indians to real-life stories, to folk stories. In every case, we had a permitted vocabulary, which was truly a minimum, since it consisted of the most common nouns and service words, a total of only 315 words. Naturally, as explained above, we had to go beyond this permitted vocabulary. We never did so unless we had to. We tried in every way to avoid "extra words," but sometimes we could not. So each of the books we have written has had a list of "extra words." These were needed words since we could not get along without them. In the set of books under consideration, there were fifteen different ones. In each of the fifteen books there were permitted words and needed words. This group of fifteen books on many subjects should give a good basis for discovery of needed vocabulary.

All of the words in the first fifteen of the Basic Vocabulary books were listed. This list included three kinds of words, first, the permitted list, second, the special words needed for each particular story, and third, the more general words that had been needed in various stories. We could at once separate the permitted words, which were the 315 mentioned above. But we had to separate the two other groups.

First, we decided that any word which appeared in one book only was certainly not a generally used word. It must be special to that book. Therefore all such words were discarded. Second, we found that there were words used in more than one book which were still special words, for instance, books on Indians always had the words "squaw" and "buffalo." So we decided that no word could be considered "general" for this level unless it also appeared on the First Thousand Words for Children's Reading, a previously determined list which was the result of much research in children's vocabulary. This First Thousand words had been used as a permitted list for another series, but it had been found to be too broad for children who might still be called "hesitant readers." The Needed Vocabulary for which we were searching would have to be less than the thousand list, but the thousand list would surely contain all the words needed for our story telling purpose.

From our total list of all words used in the fifteen books, we therefore eliminated, first, the 315 permitted list, second, all words used in one book only, and third, all words not on the First Thousand list. The result was a list of 684 words which actual experience had shown were needed for simple story telling. They have been found to be "needed extra words." Yet they are still all within the limits of the First Thousand Words for Children's Reading.

Here we have, then, a definite step in difficulty for books for children. Books using these 684 words as a permitted list would still have "extra" words. But these "extra" words would be chiefly special words that the particular story required. And they would therefore be at a minimum. We therefore present these words as an aid in the preparation of books for children.

THE STORYTELLER'S VOCABULARY

(The 684 Words Most Useful in Storytelling)

a	bicycle	close	face	had
about	big	clothes	fall	hair
above	bird	cloud	family	half
across	birthday	clown	far	hand
act	bit	coat	farm	hang
afraid	bite	cold	fast	happen
after	black	color	fat	happy
again	blew	come	father	hard
against	blood	cook	feather	has
ago	blow	corn	feet	have
air	blue	could	fell	he
all	boat	count	fence	head
almost	body	country	field	hear
along	bone	cover	fight	heard
already	book	cow	fill	heart
also	both	cross	find	heavy
always	bottle	cry	fine	held
am	bottom	cut	fire	hello
an	bow		first	help
and	bowl	dance	fish	hen
angry	box	dark	five	her
animal	boy	daughter	fix	here
another	branch	day	flew	hid
answer	brave	dead	floor	hide
any	bread	dear	flower	high
apple	break	deep	fly	hill
are	breakfast	deer	follow	him
arm	bridge	die	food	his
around	bright	die	foot	hit
arrow	bring	dig	for	hold
as	broke	dinner	forget	hole
ask	brother	dirt	forgot	home
at	brought	dish	found	horse
ate	brown	do	four	hot
away	bug	doctor	friend	house
	build	dog	frog	how
baby	burn	doll	from	hundred
back	but	dollar	front	hungry
bad	buy	done	full	hunt
bag	by	door	fun	hurry
ball		down		hurt
banana	cake	dream	game	I
band	call	dress	garden	ice
bark	came	drink	gate	if
barn	camp	drive	gave	in
basket	can	drop	get	inside
be	car	dry	girl	into
bear	care	duck	give	iron
beat	careful		glad	is
beautiful	carry	each	go	it
because	cat	ear	gold	
become	catch	earth	gone	juice
bed	caught	east	good	jump
been	chain	eat	goodbye	just
before	chair	egg	got	
began	change	eight	grandfather	keep
begin	chicken	elephant	grandmother	kept
behind	chief	end	grass	kick
believe	child	enough	great	kill
bell	children	even	green	kind
beside	circus	evening	grew	king
best	city	ever	ground	kitten
better	clean	every		knew
between	climb	eye		

knife	must	quick	six	there
knock	my	quiet	skin	these
know		rabbit	sky	they
lady	name	race	sleep	thing
lake	near	rag	slip	think
land	neck	rain	slow	third
large	need	ran	small	this
last	neighbor	reach	smart	those
laugh	nest	read	smell	thought
lay	never	ready	smile	three
lead	new	real	smoke	threw
leaf	next	red	snow	throat
learn	nice	remember	so	through
leave	night	rest	soft	throw
leaves	no	rich	soldier	tie
left	noise	ride	some	time
leg	north	right	son	tired
let	nose	ring	song	to
letter	not	river	soon	today
lie	nothing	road	sound	together
life	now	rock	soup	told
lift	ocean	roll	south	tomorrow
light	of	room	speak	tonight
like	off	rope	spoke	too
lion	often	round	spot	took
listen	oh	row	spring	top
little	old	run	squirrel	touch
live	on	sad	stand	toward
long	once	said	star	town
look	one	said	start	toy
lost	only	same	stay	train
lot	open	sand	step	tree
loud	or	sang	stick	trick
love	other	sat	still	truck
	our	save	stone	true
made	out	saw	stood	try
magic	outside	say	stop	turn
make	over	school	store	turtle
man	own	sea	story	two
many	paint	seat	street	
market	paper	second	string	under
matter	parade	see	strong	until
may	part	seed	such	up
me	party	seem	sudden	upon
mean	pass	seen	sugar	us
meat	path	self	summer	use
medicine	pay	sell	sun	
meet	people	send	supper	very
men	pick	sent	sure	village
met	picture	set	surprise	
middle	piece	seven	swim	wagon
might	pig	shall		wait
mile	place	she	table	wake
milk	plant	sheep	tail	walk
mind	play	shine	take	wall
money	please	ship	talk	want
monkey	pocket	shoe	tall	war
moon	point	shook	teach	warm
more	policeman	shoot	teeth	was
morning	pony	should	tell	wash
most	poor	show	ten	watch
mother	pot	shut	tent	water
mountain	pretty	sick	than	way
mouse	pull	side	thank	we
mouth	push	sign	that	well
move	put	silver	the	went
much	queen	sing	their	were
music		sister	them	west
		sit	then	wet

what
wheel
when
where
which
while
whisper
white

who
whose
why
wife
wild
will
win
wind

window
winter
wise
wish
with
without
woman
women

wonder
wood
word
work
world
would
wrong

yard
year
yellow
yes
you
young
your

Rules for tabulation—At this level, the basic form can be considered to include the “standard variations,” such as for declension, comparison, etc. Compounds are known if the parts are known with merely added meanings.

HOWARD A. OZMON, JR.

A Realistic Approach to the Writing of Children's Textbooks For Deprived Areas

I have taught for a number of years in an area which is deprived both economically and culturally. Such areas exist in all of our large cities, and in many cities are still growing. What makes this acutely alarming for educators is the fact that in such deprived areas, birth rates are usually the highest.

There are a variety of attitudes taken by educators toward schools in deprived areas, as contrasted to schools in privileged areas. But on one point there seems to be fairly universal agreement. That is, that if the reading program of a school can be enhanced, then the chances of a child finding new experiences and outlooks will also be enhanced. Since the children in deprived areas lack many of the normal experiences of life, such as a sense of security and the feeling of accomplishment, the reading program for deprived areas becomes of vital significance.

Unfortunately, at the present time, the teaching of reading has not developed to

such a science that we can safely prescribe a reading program which meets all of the needs of school children in any area. However, the teachers in deprived areas are almost universal in their agreement that the texts used in privileged areas are not sufficient for use in deprived areas—especially for early readers.

The textbook writers in this country write for the average segment of school children. Moreover, very few of these writers have had experience with schools which are in the so-called grey areas of large cities. Obviously, to correct this situation, either teachers themselves must write their own textbooks, or else prevail upon publishers and professional writers to print books for our large and growing population of deprived children.

There is some talk today about culturally geared tests in reading for children who attend schools in deprived areas. This is because it is felt by many educators that children in deprived areas have experiences which are different from the children who

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live in privileged areas. It would be a great error, however, to say that they have fewer experiences. In deprived areas, the child rapidly comes into contact with such unfortunate conditions as crime, poverty, and broken homes. His experiences in this regard are much in advance of the child in the privileged area. But unlike the child in the privileged area, the child in the deprived area cannot find anything in his reading texts which relate to the world that he knows. He can, therefore, make little association with the stories and the children within the covers of his books. Not only do these children which he reads about not fight, as all of his playmates do—but they don't even argue!

In a particular instance, there was the case of a nine year old boy whose father was a dope addict, and whose mother was a prostitute. When he received his fourth grade reader, he encountered the story of Dick and Jane, which went something like this:

Dick threw the ball to Jane. Jane caught the ball and laughed. Dick would tell mother

and father that Jane caught the ball. Mother and father would laugh too. *Ad infinitum ad nauseam.*

If we expect to raise the reading level of children in deprived areas, we must give them books that interest them. And this can only be done when some of the stories and some of the characters in these books are consistent with a part of the world that they know. Stories about children's houses with spacious lawns are not advantageous for children who have always lived in squalid apartment buildings. Stories about children's parties, with expensive clothes and expensive presents, are not advantageous for children whose parents have always faced the threat of economic insecurity.

Textbook writers and publishers must begin to look realistically at this problem. The teaching of reading to children in deprived areas is difficult enough in itself, without complicating the problem with books that are uninteresting to the child and unrelated to his life.

BOOKS ABOUT AUSTRALIA

(Continued from page 529)

Frank Clune's books are written in a very popular style and are readily understood. Uppermost in the author's mind is the presentation of an absorbing story in a racy, yet pleasing manner. *Dig* is a fictionalized version of the ill-fated inland exploration of Burke and Wills, and is widely read in Australian schools, in many of which the book has become a part of the "Required Reading" lists in English classes.

Ion Idriess, again a popular writer, has had a truly remarkable success in Australia. His books, written at the rate of about one a year, are to be found in almost all homes and in all school libraries, where they are widely read. Like Frank Clune, he writes for the value of the story and is inclined to take liberties with the historical facts; but he is a great storyteller, and writes books that have a strong appeal for young readers.

In these two short lists, American school children can find some of the best Australian juvenile literature.

We Learn What We Desire to Learn

This so-called 8th grade English class consists of an interesting, assorted group of boys and girls, age from 13 to 16 years. Their IQ's range from 50 to 80, and the reading level from the second to the sixth grade.

Some time ago when I spoke to them about alphabetization, a harried look spread from face to face and a dubious attitude was reflected in their reaction. Evidently they had experienced "too much or too little, too soon."

Realizing my approach, by way of the dictionary, would be a definite failure and that some radically different method was necessary, I glanced around the class and observed one girl wholly immersed in a trading stamp premium catalogue.

Now this particular brand of trading stamps is the most popular in this neighborhood and I happened to remember that this catalogue caused me a great deal of vexation, as it was not indexed.

So abruptly changing my lesson plans I read to them two chapters of *Moby Dick* and asked each of the members to bring their premium stamp catalogues to class the next day. The following day at the class period every individual was concentrating on his catalogue, the "wish book."

From questions about desired items the students acknowledged the difficulty in locating them without an index. Someone suggested making an index, and all agreed it would be helpful in using the catalogue.

We decided the best way to organize our work was to permit each student to choose one page from the catalogue. From this he was to cut out each pictured premium, with its description and page number and paste it separately on a blank sheet of note paper. When finished each person would have about ten sheets to arrange in alphabetical order.

A committee of three using the blackboard assembled an alphabetical list of all the items with each student reporting his work.

From the pages that each had completed a booklet was made by writing questions, answers, and suggested statements about the object pictured thereon.

Meanwhile, the class secretary copied the summarized tabulation which was a complete index and forwarded it to the publisher of the catalogue, with the explanation of its origin.

The stamp company responded with a highly complimentary letter and the opportunity to choose a \$35.00 prize.

And so the value of an index was realized, and the conquest of alphabetization was easy and incidental. We learn what we desire to learn.

Dr. Reid is Special Education Teacher in the Jackson Junior High School of Oklahoma City.

Understanding and Handling Reading--Personality Problems

Research is equivocal as to the exact relationship between personality maladjustment and reading. Nevertheless, the majority of studies dealing with the problem show that there is a relationship, even though these studies differ as to its degree.

Consensus has it that most personality maladjustment found among disabled readers follows reading failures and results from the consequent frustration, anxiety, and feelings of inferiority experienced by the child. In certain cases, however, maladjustment obviously pre-dates entrance to the first grade. When this is true, reading failure appears to be a manifestation or concomitant of more basic emotional problems—problems which make concentration on school work difficult or impossible. Causative factors of such emotional problems may be physical or environmental.

Causes of Emotional Disturbances

A child who is labeled "lard," "fats," "slats," or "beanpole" because of his physical stature is subjected to emotional stress. Worse still is the emotional scarring suffered by the youngster born with crooked teeth, facial birthmarks, or strabismus. These conditions, and many others, can have an adverse effect on the emotional health of a child.

The author, Associate Professor of Education, is on leave from Los Angeles State College and is serving as director of primary education and remedial reading for the United States Air Force Schools in Europe. In this capacity he is working with approximately 1300 teachers in fifteen countries in Europe and North Africa. Dr. Schubert received his Ph.D. degree from Northwestern University in 1949.

Those of us who have sat through a movie when the picture was out of focus can appreciate the emotional disturbance children with visual defects experience when they constantly have to contend with distorted images. And all of us have heard, on occasions, a defective sound track that proved intolerable after only a few minutes of unintelligibility. Think of what the auditorily impaired child experiences.

Endocrinologists tell us that hyperthyroidism frequently manifests itself in nervousness and emotional instability. Similarly, it is not unusual to find irritability and irascibility accompanying brain damage. And certainly a child suffering from undernourishment, lack of rest, chronic infections, etc., finds nothing in his poor health to improve his disposition.

Many emotionally disturbed children are victims of unfortunate home conditions. A child may be rejected because he was unwanted. Such a child may fail in reading as a means of securing attention from parents who otherwise are indifferent to him. On the other hand, a child may be the victim of oversolicitousness. Since busy teachers aren't able to give undivided attention to a child whose parents never had him assume any responsibility, reading failure is inevitable. Certain children don't want to learn how to read since they realize that learning how to read is associated closely with growing up. And the last thing they want to do is grow up.

Youngsters who come from broken homes or homes in which dissension and inconsistent discipline run rife, are in a perpetual

state of emotional turmoil. Very often unwitting parents subject children to invidious comparison. If a child is forced to compete with a superior sibling or neighborhood prodigy, he frequently develops feelings of inferiority resulting in a give-up or submissive attitude which spells defeat before he begins.

Teachers, too, may be guilty of some of the same shortcomings characterizing parents. They may reject certain children or make unfavorable comparisons between brothers and sisters. Teachers who make sarcastic remarks such as "How can you be so stupid?" and "I don't know why I waste time on you" may have traumatic effects on a child. An unpleasant teaching personality accompanied by uninspired teaching and the use of deadening drills have driven many children into maladjustment. Other children suffer maladjustment because they are forced into reading before they have the requisite readiness. A poor start doesn't augur well for future mental health.

Detecting and Understanding the Emotionally Disturbed Reader

Methods and techniques for studying emotionally disturbed readers are many and varied. The most simple and practical way is through daily contact and observation. In this connection, a list of symptoms of emotional disturbances may be helpful. However, when using such a list it must be remembered that we are encountering a "whole person." Each of the symptoms must be considered in light of the total personality of the individual.

1. Tics, twitchings.
2. Psychosomatic illness (dizziness, nausea, or headaches).
3. Apathy, excessive daydreaming, fantasy.
4. Enuresis after the age of three, nail-biting, thumbsucking.
5. Excitability, hyperactivity, uncontrolled emotionality.
6. Morbid fears or phobias.
7. Insomnia, nightmares, somnambulism.
8. Self-consciousness, stuttering.
9. Depression, guilt feelings.
10. Suspiciousness, tenseness, anxiety.
11. Fighting, stealing, bullying, and other antisocial behavior.

When a teacher is dealing with an emotionally disturbed reader it is essential that she win him over as a friend. Once she has established rapport with the child she can talk to him about his likes, dislikes, loves, fears, and hates. In an indirect way she can get the child to provide information helpful in answering questions such as the following: What is the child's attitude toward his parents, brothers, and sisters? Does he feel he is a failure? Does he feel he is stupid? Is the child afraid of anything or anyone? Is his sleep disturbed by bad dreams?

One of Paul Witty's questionnaires¹ includes a question which frequently elicits information that helps to uncover causes of emotional disturbance: "If you could have one wish which might come true, what would be your wish?" Helpful information can be obtained from older students by asking them to respond in writing to topics such as "What Bothers Me" and "Things I Worry About."

Paper and pencil tests are available to teachers who wish to supplement their subjective judgment of children's personality patterns. These include: Mental Health Analysis Test,² California Test of Personality,³ and Aspects of Personality.⁴ Teachers

¹P. Witty and D. Kopel, *Reading and the Educative Process*. New York, N. Y., Ginn and Company, 1939, p. 339.

²California Test Bureau, 5916 Hollywood Blvd., Hollywood, Calif.

³*ibid.*

⁴*ibid.*

who use such tests should realize that a child may answer the questions involved in a way he feels will be pleasing to the examiner. Then, too, the fact that the child is a poor reader may give rise to misinterpretations of the questions. Reading the questions aloud for the youngster isn't a good idea either since this practice will invalidate test results.

Clinical psychologists often employ projective tests when studying children. Projective tests are based on the knowledge that an individual reacts to an unstructured situation in terms of his own needs, values, and conflicts. Such tests include: The Blacky Pictures,⁵ Children's Apperception Test,⁶ Rorschach,⁷ and Thematic Apperception Tests.⁸

Some projective techniques have been used in classrooms by having children complete unfinished sentences and stories, draw pictures of their families, and paint pictures. Elizabeth Graves has developed an interesting sentence completion test that would be especially helpful on the junior and senior high school level.⁹ Paula Elksch has evolved a number of criteria that would prove helpful to a teacher who is studying the emotional needs of children through their paintings and drawings.¹⁰

Helping the Emotionally Disturbed Reader

No one has greater social stimulus value in the schoolroom than the teacher. And it follows that the successful teacher of emotionally disturbed children must demonstrate emotional balance and poise in her

own behavior. Only the well adjusted teacher can create an atmosphere of acceptance and encouragement that is basic to the rehabilitation of a disturbed child.

Specific recommendations for personality therapy with retarded readers are as follows:

1. Probe carefully for the cause or causes (physical or environmental) of the child's emotional disturbance. Eliminate or ameliorate these whenever possible.
 - a. Check on the sleeping and eating habits of the child.
 - b. Encourage the parents to take the child to a medical specialist who is aware of the interrelationships between reading failure and specific physical difficulties.
 - c. Orient the parents as to what constitutes a good emotional climate in the home.
2. Avoid frustrating the child by exposing him to material that is too difficult. Remember that interest and motivation—prime catalysts in the learning process—do not function when the organism is frustrated.
3. Help the child secure ego recognition by experiencing success in non-reading pursuits such as drawing, music, sports, etc. This should be done in moderation so as not to obviate the need for achievement and recognition in reading.
4. Use audio-visual approaches with the child so as to provide other avenues of learning for him until repairs can be made on his "reading road."
5. Provide the child with opportunities that give vent to pent up emotions through play, art work, music, etc.
6. Help the child develop a mentally hygienic outlook by not taking life too seriously. Show him that we all make mistakes and that many times they're very funny.

(Continued on page 559)

⁵*ibid.*

⁶*ibid.*

⁷*ibid.*

⁸*ibid.*

⁹C. M. McCullough, R. M. Strang, and A. E. Traxler, *Problems in the Improvement of Reading*. New York, McGraw-Hill, 1955, pp. 250-1.

¹⁰P. Elksch, "Children's Drawings in a Projective Technique," *Psychological Monographs*, No. 266, Vol. 58, 1945.

Studies of Children's Interest— A Brief Summary

Part II

Studies of Radio and Movie Interests

Studies concur in showing that prior to the advent of TV, the amount of time spent daily by children in listening to the radio rose to two or three hours. In general, boys and girls were attracted to the same types of programs at the various grade levels.

In early studies boys and girls were found to go to the movies frequently, and some rated this activity above the radio in their leisure preferences. Although the average attendance was once or twice each week there were some boys and girls who went to the movies more often. Children were found to be attracted to the same elements in the movies that drew them to the radio—action, adventure, and excitement.

Studies of the preferred movies showed generally that elementary school children "liked" the current offerings regardless of their seeming suitability or maturity as revealed by topic or subject matter. As has been frequently shown, boys and girls have liked nearly all Disney productions. Films about cowboys and pilots also proved popular. Less favored were pictures of current events, biography and travel, news shorts and commentaries. Jersild stated:

Dr. Witty is Professor of Education at Northwestern University and Director of the Psycho-Educational Clinic.

¹Robert Sizemore, Ann Coomer, Paul Kinsella, and Stanley Krippner (associates in the Northwestern University—Office of Education Study of Interests.) See also "The Role of Interests" by Paul Witty, Chapter VIII in *Development In and Through Reading*, Sixtieth Yearbook, Part I, National Society for the Study of Education.

Children's movie interests roughly parallel their reading and radio interests . . . although there are exceptions. For example, "comedy" seems to figure more in movie than in reading interests (unless comic strips are so classed). Reports of movie interests at any given time must be taken with a good deal of reservation, just as in the case with radio programs, for the choices depend to a large degree upon what happens to have been available recently and upon the tastes that have been cultivated by the kind of fare offered in the past.²

High school boys and girls were found to attend the movies about once each week, and, as in the elementary school, they appeared to "like best" the current movie shown locally. Moreover, there was little change in the popularity of different types of movies. And sex differences in choices were not pronounced.

In 1947, Alice P. Sterner emphasized the appeal of the movies and the value of experiences via the mass media:

Apparently sex, grade, intelligence, and socioeconomic status have little influence upon pupils' choices of specific motion pictures. Generally speaking, a teacher can expect that over 50 per cent of the class will have seen the ten most popular films.

The findings of the studies on the kind of material which pupils most often see, hear, or read are amazingly similar. . . .

Without these media to enrich their lives, many adolescents would lead a dull, dreary existence. The escape may seem to an adult cheap and time wasting, but unless something more wholesome can be offered in its place, such entertainment must be recognized as a very important contribution to youthful happiness.³

In the recent Northwestern University—Office of Education Study, it was shown

²Arthur T. Jersild, *Child Psychology*. Fourth edition. New York: Prentice-Hall, Inc., 1954, p. 508.

³Alice P. Sterner, *Radio, Motion Picture, and Reading Interests*. Teachers College Contributions to Education, No. 932. New York: Teachers College, Columbia University, 1947.

that the radio still has a strong hold upon pupils.⁴ The average amount of time spent weekly in radio listening was about 8 hours by pupils in grades 3 through 9. In grades 3 through 6 they spent less time with radio than in the higher grades. In some of our earlier studies, radio equalled the popularity of TV among high school students. But in this latest study, TV was rated first among favored pursuits at all levels. Not only was TV more popular according to pupil statements, but it also offered, they said, greater possibilities than did the radio or movies for fruitful association with schoolwork.

Movies outside the home were found also to attract many boys and girls, who most often attended them once each week or once in every two weeks. It is clear that movie attendance outside the home has been curtailed, as comparison with earlier studies showed. However, the pupils continued to be attracted by, and to find satisfaction in the same types of movies. Moreover, as in earlier studies, their favored movies appeared to be the ones shown at the theatre near their homes.

Thus, in the foregoing studies, we may observe the marked influence of the mass media upon the lives of children and youth. A problem of primary significance in teaching reading implies the recognition of this force as well as the importance of efforts to utilize interests awakened through the mass media. Another problem involves the encouragement in pupils of balanced patterns of interest in which reading, play, as well as response to the mass media find expression.

Reading Activities and Preferences

Perhaps the first study of reading interests was made in 1893, when M.B.C. True

reported "What My Pupils Read." From that date to the present time, more than 200 studies have been undertaken. Among the most influential studies was an investigation reported by L. M. Terman and Margaret Lima who concluded that "there are certain well-defined tendencies in reading interests that change as the child's experience grows and as his imagination and reasoning powers develop."⁵ They cited several potent factors in the development of reading interests; for example, age, health and physical development, school environment, home training, and differences in mental ability. Few differences in reading choices appeared until age nine "when the divergence is very marked and the breach continues to widen up to adult life. . . ."⁶ At every age level, girls read more than boys.

Boys preferred adventure and vigorous action while girls liked fairy tales, poetry, and "sentimental" fiction. Moreover, boys read more nonfiction than did the girls. Both groups liked animal stories. There was an increase in amount of reading from age 6 to 12 or 13 with a later gradual decrease.

May Lazar reported in 1937 "marked sex differences" in the books chosen for reading. Girls read more books than boys. Mystery stories were ranked first by both boys and girls. Boys chose next, in order, adventure, detective, history, invention, science, nature and animal, fairy tales, biography, novels, stories about home and school, and poetry. After mystery stories girls chose and also gave a higher ranking to stories related to activities at home or at school.⁷

⁴Lewis M. Terman and Margaret Lima, *Children's Reading: A Guide for Parents and Teachers*. (Revised Edition) New York: Appleton and Co., 1931, p. 131.

⁵Lewis M. Terman and Margaret Lima, *op. cit.* p. 68.

⁷May Lazar, *Reading Interests, Activities, and Opportunities of Bright, Average and Dull Children*, Teachers College Contributions to Education, No. 707. New York: Teachers College, Columbia University, 1937.

⁴A Study of the Interests of Children and Youth. Northwestern University—Office of Education, Department of Health, Education, and Welfare. *Op. cit.*

In 1944, Marie Rankin studied the circulation of books in eight public libraries located in Illinois, New York, and Ohio. The libraries were chosen to represent "large and small urban and village populations." She found that the most popular books of contemporary fiction that appeal to adolescent or near adolescent-age children were: *Sue Barton, Senior Nurse*, by Helen D. Boylston; *The Good Master*, by Kate Seredy; *Caddie Woodlawn*, by Carol R. Brink; *Silver Chief to the Rescue*, by Jack O'Brien; *Mountain Girl*, by Genevieve Fox; *The Jinx Ship*, by Howard Pease; *Silver Chief, Dog of the North*, by O'Brien; *Who Rides in the Dark*, by Stephen Meader; *Peggy Covers the News*, by Emma Bugbee; and *Sue Barton, Student Nurse*, by Boylston.⁸

Rankin asked the pupils how they selected books and found the theme or specific topic of the book was the most important single factor.⁹

In the spring of 1945, Paul Witty, Ann Coomer, and Dilla McBean surveyed the favorite books of almost 8000 children in ten elementary schools of Chicago.¹⁰ Choices included stories of the following types: animal, fairy, and humor with a strong preference for animal stories persisting throughout. Sex differences were similar to those reported in other studies.

Alice P. Sterner found in 1947 that "marked" sex differences in reading tastes persisted among high school pupils.¹¹ Boys

preferred adventure while girls chose "modern fiction." A gradual maturation in book taste also transpired during grades 9 to 12.

Herbert Rudman concluded from a recent study, that "children as a group choose mystery, adventure, children, horses, and dogs to read about."¹² From grade 4 through 8 interest in mystery stories and in sports and recreation increased while interest in cowboy stories and fairy tales decreased. A strong interest in animal stories persisted throughout these grades. Action and adventure seemed to be important items in determining the popularity of stories.

In 1955, Marion W. Taylor and Mary A. Schneider studied the book preferences of Chicago public school pupils in grades 5, 6, 7, and 8.¹³ They found a "statistically significant difference between boys and girls in their choice of subject interests." Boys chose adventure as their major interest, followed closely by sports and games. The girls chose stories classified as "Teen-age and Romance" more frequently than any other category. In the top seven titles named by girls, five were teen-age stories. Boys showed a more even distribution of choices at all grade levels—among adventure, animal, sports, and humor.

Differences between boys and girls in the amount and nature of magazine reading are revealed in several studies. Lazar, for example, found that boys more frequently turned to magazines than did girls.¹⁴ Boys preferred detective and mystery stories while girls selected "general story-types."

⁸Marie Rankin, *Children's Interests in Library Books of Fiction*. Teachers College Contributions to Education, No. 906. New York: Teachers College, Columbia University, 1944. pp. 136-138.

⁹Marie Rankin, *op. cit.*

¹⁰Paul Witty, Ann Coomer, and Dilla McBean, "Children's Choices of Favorite Books: A Study Conducted in Ten Elementary Schools," *The Journal of Educational Psychology*, Vol. XXXVII (May, 1946), pp. 266-278.

¹¹Alice P. Sterner, *Children's Interests in Reading*. Teachers College Contributions to Education, No. 932. New York: Teachers College, Columbia University, 1947.

¹²Alice P. Sterner, *Radio, Motion Picture, and Read-*

¹³Herbert C. Rudman, "The Informational Needs and Reading Interests of Children in Grades IV through VII," *The Elementary School Journal*, LV (May, 1958), pp. 502-512.

¹⁴Marion W. Taylor and Mary A. Schneider, "What Books Are Our Children Reading? The Reading Interests of Upper-grade Pupils," *Chicago Schools Journal*, Vol. XXXVIII (January-February, 1957) pp. 155-160.

¹⁵May Lazar, *op. cit.*

In a study reported by Paul Witty and David Kopel¹⁵ in 1938, periodicals proved to be popular in every grade above the second in the elementary school. An investigation by Witty and Coomer¹⁶ showed that among high school pupils about four magazines (other than comics) were read regularly, and three, often. The most popular magazines were the *Reader's Digest*, *Life*, and *The Saturday Evening Post*.

A study by Miriam Peterson, made in 1955 in five elementary schools of Chicago, showed that among the magazines, boys preferred in order: *Life*, *Look*, and *Boy's Life*; girls chose *Look*, *Life*, and *The American Girl*.¹⁷ In general girls preferred magazines about homemaking and fashions while boys selected those concerned with science and mechanics.

Newspaper reading has also been studied extensively with similarity shown in the findings of investigators. For example, May Lazar found in 1937 that the comic strips constituted the most popular section of the newspaper.¹⁸ Peterson also reported that Chicago pupils in grades 5 through 8 gave top ranking to comic strips. Boys "attributed second preference to 'sports' in contrast with the low ranking accorded it by girls."¹⁹

Results of earlier studies, showing sex differences in reading interests and the significance of certain elements in determining the popularity of reading materials were largely corroborated by George W. Norvell's extensive investigations of reading

interests, published in 1958.²⁰ More than 24,000 children in grades 3 to 6 throughout the state of New York were studied. Elements favorable to reading for boys included: adventurous action; physical struggle; human characters; animals; humor; courage and heroism; patriotism. The following unfavorable elements were cited: description; didacticism; fairies; romantic love; sentiment; girls or women as leading characters; and physical weakness in male characters.

Girls favored the following items: lively adventure; home and school life; human characters; domestic animals and pets; romantic love; sentiment; mystery; the supernatural; and patriotism. And the following items were disapproved: violent action, description, didacticism; boys and girls younger than the reader (except babies) and fierce animals.

It was found that many selections classified as juvenile, increased in appeal to a high point and then declined. Moreover, many rhymes from Mother Goose were enjoyed as late as in Grade 6; many others were rejected as early as in Grade 3. It was pointed out the *Aesop's Fables* and fairy tales were especially popular in grades 3 to 5; and myths, legends, and hero and folk tales were most popular in grades 5 to 7. Sex differences in children's choices in reading appeared early, and girls were found to enjoy many boys' books, but boys rejected almost all girls' books. Some adult magazines proved popular with both boys and girls.

In the San Francisco "mass media" study, interviews were employed to yield estimates of the amount of reading among elementary school pupils. Diaries were also utilized:

¹⁵Paul Witty and David Kopel, *Reading and the Educative Process*. Op. cit.

¹⁶Paul A. Witty and Ann Coomer, "Activities and Preferences of a Secondary School Group." *The Journal of Educational Psychology*, XXIV (February, 1943), pp. 65-76.

¹⁷Miriam Peterson, *Reading Preferences and Interests of Pupils in the Chicago Public Elementary Schools, Grades IV through VII*. An unpublished Ph.D. study, Northwestern University, August, 1955.

¹⁸May-Lazar, op. cit.

¹⁹Miriam Peterson, op. cit.

²⁰George W. Norvell, *What Boys and Girls Like to Read*. Morristown, New Jersey: Silver Burdett Company, 1958.

The amount of book reading increases from first grade through sixth, and girls read more books than boys. On the family interviews, children in the elementary grades could, on the average, give the names of approximately *three* books each which they could recall reading in the last six months. The communication diaries—which in other media tended to give lower figures than did the interviews—showed fifth and sixth graders reading (or reading in) an average of 1.7 books each during the test week. It is probable, therefore, that the average student in the elementary grades, once he has learned the basic skill of reading, reads between one half and one book per month during the school year. (Report 4, pages 1 and 2)²¹

Among the favorite titles, a number of old favorites appeared but the frequency with which they were cited was low.

The favorite books they named in the fifth and sixth grades include some well known titles which have given pleasure to earlier generations, for example, *Black Beauty* (12 votes), *Little Women* (8 votes), *Wizard of Oz*, *Heidi*, *Huckleberry Finn*, *Tom Sawyer*, and *Treasure Island* (3 each). But even these great old favorites attracted only a tiny percentage of the votes. The significant feature of the data on book titles was the spread, rather than the concentration. (Report 4, page 2)

Magazine reading too was limited and comic books were not read frequently. The average child was found to read a little over two comic books each month. The results of the recent Northwestern University—U. S. Office of Education investigation in the field of reading are provocative.²² The average amount of time devoted to reading voluntarily by the pupils in grades 3 through 9 was 1.1 hours daily. Moreover, the ninth grade pupil appears to read little more than the middle grade child. Compared with TV, reading has relatively small appeal except perhaps for gifted children.

Most of the books reported by these pupils were in the category of fiction. Poetry, essays, and drama were less often read. Stories of famous people were the

best-liked nonfiction group. The most popular books fell in the areas of adventure, mystery, and westerns. Many boys were attracted to "science fiction" too. Girls turned more frequently to stories involving romance.

The Landmark was frequently cited among the series books; there was occasional mention too of paper-back books. However, the results of this study did not reveal wide interest in reading. Like the Stanford study (Report No. 4), this investigation showed that relatively little time is spent on books outside the school. The magazine reading of the older pupils was limited largely to *Life*, *Look*, *The Saturday Evening Post*, and news periodicals.

Teachers and parents should attempt to improve the status of reading among children and youth today. For it is clear that a disproportionate amount of time is given to the mass media as compared with that accorded reading. Later we shall suggest some ways by which an improvement might be brought about through the cooperative efforts of parents and teachers.

Vocational and Educational Interests

One of the first studies of vocational interests was reported in 1898 by Will C. Monroe. He presented the following question to 1775 Massachusetts school children ranging in age from 8 to 16 years: "Tell what you would like to do when you grow to be men (and women) and why."

If this study may be accepted as a probable index of the future activity of our present school population, it indicates that the teaching business will be more largely in the hands of women than it is today. The other professions—the ministry, medicine, and law—are preferred by twenty-one percent of the boys and eight percent of the girls.²³

The need for guidance was suggested by the results of this early study as well as by

²¹Stanford Institute for Communication Research, *op. cit.*

²²A Study of the Interests of Children and Youth. Northwestern University—Office of Education, U. S. Department of Health, Education, and Welfare. *Op. cit.*

²³Will C. Monroe, "Vocational Interests of Children," *Education* XVIII (Jan. 1898) pp. 259-264.

later investigations. In studies made in 1938, aviation represented the most popular preference of second grade boys.²⁴ The popularity of aviation was maintained throughout the grades, although in the fifth grade it was outranked by medicine, and in the seventh grade by engineering.

Another investigation which yielded unrealistic or impractical choices was made by Arthur T. Jersild and his associates.²⁵ Four hundred children, of ages five through twelve were studied:

Almost half of all the children interviewed (47.1 percent) when asked what they wanted to be when they were grown chose occupations in the professions or as business executive, artist, writer, musician, etc. Nursing, aviation, clerical work, skilled labor, and petty trades comprised 33.2 percent of the choices; 5 percent of the children were undecided and did not wish to commit themselves; 6.8 percent chose semi-skilled and unskilled labor; the remaining choices were scattered among other categories, such as sports, motherhood, unintelligible replies, or general, indefinite answers.

Vocational choices of many secondary school students, like those of elementary school pupils, have been found to be largely the expression of vain hopes.²⁶ However, the choices at the secondary level are somewhat more realistic than in the lower grades:

Vocational interests change frequently during adolescence. The most frequent and most radical changes occur early in adolescence as there is a shift from unrealistic to more realistic vocational aims.

Two investigators studied the relationship of the occupational choice to the pursuit of occupation by tenth and twelfth grade

boys in Wisconsin public schools.²⁷ More than 45 percent of the subjects in the two groups were found to enter the occupation chosen in the tenth and twelfth grades.

Two other investigators studied the attitudes of pupils toward occupations. Thirteen thousand former high school and junior college students commented on their needs.²⁸

The urgent need for more help in choosing and preparing for an occupation was voiced by large numbers of former students. Youth wanted help with more exploration and preparation for vocations and more vocational guidance and placement.

The pupils in the recent Northwestern University—Office of Education investigation appeared to be more realistic in their choices of occupations than were pupils in studies made a decade or more ago.²⁹ Their preferred occupations were those in which many might reasonably expect to engage. Girls mentioned such occupations as teacher, nurse, and secretary. The boys chose engineer, scientist, and pilot most frequently. The choices reflect too the present-day demand for airline stewardesses, engineers, and pilots.

These choices, while more realistic than those reported in some earlier studies, are, nevertheless, impractical in many instances. Obviously, guidance is a crucial need which should begin early and should lead to realistic individual choice.

These pupils concentrated their participation in a small number of jobs for remuneration. Babysitting was the one most

(Continued on page 572)

²⁴See studies reported in *Reading in Modern Education*, Chapter II. *Op. cit.*

²⁵Arthur T. Jersild, Frances V. Markay and Catherine L. Jersild, *Children's Fears, Dream, Wishes, Daydreams, Likes, Dislikes, Pleasant and Unpleasant Memories*. Child Development Monographs, No. 12. New York: Teachers College, Columbia University, 1933, p. 36.

²⁶Elizabeth B. Hurlock, *Adolescent Development*. New York: Mc-Graw-Hill, 1949, p. 275.

²⁷Robert Ranstad and John W. M. Rothney, "Occupational Classification and Research Results," *Personnel and Guidance Journal*; XXXVI (March 1958), pp. 465-472.

²⁸William H. McCreary and Donald E. Kitch, "Now Hear Youth." *Bulletin No. 9*. California State Department of Education, Sacramento, October, 1953.

²⁹A *Study of the Interests of Children and Youth*. Northwestern University—Office of Education. U. S. Department of Health, Education, and Welfare. *Op. cit.*

different kinds of materials with a definite problem or question in mind. His conclusion was that this type of reading was worthwhile when the reader wants definite information and that it trains a person to read for specific purposes. Holmes' study (10) published in 1931 belongs with the flurry of interest in purpose during the 1920's. Working with college students she compared scores of a group whose reading was directed by questions with those who did not have this direction and found that the directed group did better.

In contrast to the earlier interest in purpose the attention of the 1940's was oblique. Elden Bond's study (1) was concerned with relationships between reading abilities and achievements among tenth grade students, but he did observe that reading speed varied with the reader's purpose. Gans observed (6) that the ability of intermediate grade pupils to distinguish relevant from irrelevant data probably had not been taught. This observation probably has implications for reader's purpose. McKim's study (12) of the reading of algebra suggests that purpose (the kind of question asked) isn't as important as determinant of comprehension as the kind of material read. However, Carlson (3) at the end of this decade found that speed and accuracy of comprehension varied with the purpose for reading.

Except for Carlson's study in 1949 there was a gap of nearly two decades between even the tangent concern with purpose of the Bond (1), Gans (6), and McKim (12) studies and that of Troxel (18) in 1959. Troxel had two groups of eighth grade students matched on the basis of intelligence and general reading ability read the same expository mathematics materials for different purposes. One group read to find the answer to a specific question and the other read to find the main idea. Among the most

significant of Troxel's findings are the following:

1. The purpose for reading influences the speed with which the material is read.
2. Practice without instruction on this kind of material for twenty successive school days does not produce better scores for comprehension or different rates of reading.
3. There is a tendency for faster readers (when speed is measured as a single original reading time) to comprehend better than slower readers for these two purposes.
4. Tests of general reading ability relate more closely to ability to read to find the main idea than to ability to read to find the answer to a specific question.
5. Speed and comprehension scores on a test of general reading ability are not necessarily good predictors of speed and comprehension for other kinds of material read for other purposes.

Each child in the present study was enrolled in the only K-12 graded school in this particular semi-rural locality along the southeastern coast of the United States. Even though the winter tourist trade is the major business of this region, the children selected for study were thought by their teachers to be permanent residents as distinguished from "tourists." The author and his wife, who acted as examiners, were the "tourists." There was, however, every indication of excellent rapport, even to invitations, often accepted, to referee for playground games.

It is apparent from Table 1 that the children were of about average age in grade, and were slightly superior to the national average in mental age, and in general reading abilities. An examination

Reading Science Materials for Two Distinct Purposes*

How do sixth grade children read science materials when their purpose is directed toward main ideas or toward keeping a series of ideas in mind in sequence? Do they read for these two purposes in the same way? With equal speed? Is ability to read for either of these two purposes more highly related to age, intelligence, science achievement, or general reading abilities than is the other? Seeking answers to such questions led the author to carry on a rather intensive testing program with two groups of beginning sixth-grade students.

Reader's Purpose as a Factor

Judging from the number of authorities in the field of reading who write and speak about reader's purpose as an important determinant of reading rate and comprehension it hardly seems necessary to document this type of evidence. However, if the reader is interested, Troxel has done an excellent job of citing these authorities (18). Troxel's study is the only other one which investigated children's ability to read the same material for two different purposes. Before I report his findings, let me review briefly two other kinds of efforts related to investigations of the reader's purpose.

In the 1920's and again in the 1940's there were several investigations concerned

with the reader's purpose. One kind of study resulted in lists of purposes for reading. W. S. Monroe's (13) questionnaire investigation of textbook study was not dealing with reader's purpose as such. Yet his categories of types of textbook study are similar to lists of reader's purposes developed later. Using introspection Hathaway (9) reported in 1929 more than 1600 reading purposes in nine categories, and Broening (2) in 1941 compiled a list of twenty purposes after surveying the reading of 20,000 junior and senior high school students.

The other kind of investigation during each of these two periods was concerned with proof of the influence of reader's purpose upon reading proficiency. In 1922 Judd and Buswell (11) showed differences in attention attributed to the instructions given the reader and the questions asked him. In 1926 Good (7) investigated the effects of mental set upon reading performance of ninth graders with science materials. Some of these "sets" could be called reading purposes. In some instances he found marked differences attributed to "set."

Also in 1926 Yoakam and Truby (19) taught an upper fifth grade class to read in order to report what a sentence says, to select the most important sentences, and to select the words which depict the main idea. These investigators found that specific exercises were effective in improving the ability to read for these purposes. Still in the 1920's Distad (4) measured the ability of beginning sixth graders to read

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*This study was conducted with the assistance of a research fund provided by Spencer Press, publishers of *Our Wonderful World*, *Childrens Hour*, and *The American Peoples Encyclopedia*.

the 23 pupils in each group read a science passage of from 200 to 400 words that had been drawn from *Our Wonderful World* (20) and was at that time unfamiliar to them. Group A was instructed to read each passage for the main idea while Group B was instructed to read the same passage in order to keep the ideas of the passage in mind in their proper sequence. Different passages were employed for the twenty "tests." There was a total of twenty questions to be answered by those reading for main ideas and eighty different questions for those reading for ideas in sequence. The split-half reliabilities of these tests are shown in Table 2.

Each of the unpublished tests yielded one comprehension score and three rate scores; an original reading time, a rereading and question answering time, and a total time which was a sum of the other two.

Statistical Method

In order to substantiate that the two groups were not significantly different in chronological age, mental age, science

achievement, and reading ability, the *t* test of significance of difference between means was used (5). The values of *t* ranged from .004 to .222 indicating that the slight differences between the two groups in these characteristics could easily be explained by chance factors. The *t* test was also used to determine whether practice without instruction produced improved comprehension scores.

Analysis of the majority of the data was made with product moment correlations (5) between the comprehension scores of the *Directed Reading of Science Materials Tests* for each purpose and each of the other variables. These correlations are set forth in Table 3.

Findings

1. Reading for main ideas (Purpose A) is more like what is measured by tests of general reading ability than is reading to keep a series of ideas in mind in sequence (Purpose B). Correlations between the total scores of the Iowa (8) and California (17) tests and purpose A are considerably higher than are either of these total scores

TABLE 2
RELIABILITY OF SCORES ON DIRECTED READING OF SCIENCE TESTS

Measure	Mean	Standard Deviation	Coefficient of Reliability*
Type A—			
Main Idea			
Comprehension	11.70	4.29	.80
Original Rate	443.74	126.99	.97
Question Rate	119.22	40.62	.82
Total Rate	567.35	138.48	.95
Type B—			
Ideas in Sequence			
Comprehension	36.34	10.73	.90
Original Rate	462.57	159.42	.96
Question Rate	449.87	177.68	.93
Total Rate	916.78	293.54	.98

*The split-half method and the Spearman-Brown correction were used with all scores.

of Table 1 also indicates that the groups reading for different purposes were closely equivalent in chronological age, mental age, science achievement, and measures usually called general reading abilities.

Tests

A group of standardized tests of reading, achievement, and intelligence were administered. Mental ages were derived from the California Test of Mental Maturity, Non-Language Section (16). Reading scores were provided from the California Achievement Tests (17) and from the Iowa Silent Reading Tests (8). Whenever subtests of these two tests were measuring like abilities the raw scores were combined. Thus the following scores were available from these two reading tests: California comprehension, Iowa comprehension, com-

bined comprehension, combined vocabulary, combined directed reading, combined references, combined interpretation, Iowa rate (California does not provide a rate score), California total score, and Iowa total score.

The Sequential Tests of Educational Progress (14) were used to measure achievement in science.

Following the standardized testing, three unpublished tests developed by the author of this study were used. One of these called *Reading for Problem Solving in Science* is a forty-item test measuring ability to do directed reading for the solution of problems in science. The reliability of this test of reading comprehension with the Kuder-Richardson formula is .83.

This was followed by the *Directed Reading of Science Materials Tests* administered in twenty successive sessions during which

TABLE 1
EQUIVALENCE OF GROUPS READING FOR MAIN IDEAS AND FOR IDEAS IN SEQUENCE EXPRESSED IN RAW SCORES

Measure	Group A (Main Ideas) Mean	SD	Group B (Sequence) Mean	SD	Group A plus B Mean	SD
C.A. (months)	137.48	4.28	135.83	6.51	136.65	5.41
M.A. (months)	151.57	26.88	147.61	22.92	149.59	24.78
California Reading*						
Comprehension	29.26	6.80	27.87	6.11	28.57	6.43
Total Score	104.43	14.97	103.65	15.19	104.04	14.92
Iowa Silent Reading**						
Comprehension	69.87	22.88	71.13	21.73	70.50	22.07
Rate	26.70	8.23	26.57	10.16	26.63	9.14
Total Score	122.26	35.23	124.91	36.16	123.58	35.32
Combined Scores—						
California plus Iowa						
Comprehension	99.13	28.53	99.00	26.22	99.07	27.09
Vocabulary	100.43	16.85	103.00	16.67	101.72	16.62

*H. A. Greene and V. H. Kelley, *Iowa Silent Reading Tests*. Yonkers-on-Hudson, N.Y.; World Book Bureau, 1950.

**H. A. Greene and V. H. Kelley, *Iowa Silent Readings Tests*. Yonkers-on-Hudson, N.Y.; World Book Co., 1956.

with Purpose B. Each of these correlations is significant at the one per cent level.

The average correlation (5) (changed to Z equivalents) between Purpose A and ten standardized reading measures was $+.65$. An average of the correlations between Purpose B and the ten standardized reading measures was still $+.51$, which suggests the strong general factor running through reading measures. Even when differences are noted, the most impressive fact is that good readers on one measure tend to be good on other measures.

With expository mathematics materials Troxel found that tests of general reading ability relate more closely to ability to read to find the main idea than to ability to read to find the answer to a specific question. This study now finds that a test of ability to read to find the main idea with expository science materials relates more closely to tests of general reading ability than to ability to read to keep a series of ideas in mind in sequence. It would seem then that ability to read to find the main idea relates more closely to what is measured in general

TABLE 3
COEFFICIENTS OF CORRELATION BETWEEN PURPOSEFUL COMPREHENSION AND OTHER VARIABLES

<i>Measure</i>	<i>Purpose A</i>	<i>Significance Level</i>	<i>Purpose B</i>	<i>Significance Level</i>
C. A.	.29		.03	
M. A.	.64	.01	.30	
Cal. Rdg. (Total)	.76	.01	.60	.01
Comprehension	.68	.01	.72	.01
Iowa Rdg. (Total)	.69	.01	.49	.02
Comprehension	.66	.01	.46	.05
Rate*	.46	.05	.39	.10
Comb. Rdg.				
Comprehension	.69	.01	.55	.01
Dir.	.64	.01	.49	.02
Ref.	.29		.41	.05
Interp.	.74	.01	.44	.05
Rdg. Problem Solving Science				
Comprehension	.63	.01	.43	.05
Orig. Rate*	-.19		-.19	
Ques. Rate*	.22		-.16	
Total Rate*	-.03		-.18	
Dir. Rdg. of Science*				
Orig. Rate*	-.29		-.06	
Ques. Rate*	-.07		.45	.05
Total Rate*	-.26		.25	
Science Achievement	.74	.01	.58	.01

*With the Iowa test, a positive correlation indicates a positive relationship between speed and comprehension. With the other rate scores, a high score indicates slow reading and thus a negative correlation indicates a positive relationship between rate and comprehension.

reading tests than does ability to read for the other two purposes measured in these studies, ignoring for the moment the fact that Troxel used expository mathematics materials and the present study used expository science materials.

2. Certain specific tests of reading abilities (combined vocabulary, combined directed reading, combined interpretation, Iowa comprehension, combined comprehension, and Iowa rate) are more like what is measured by Purpose A (main ideas) than Purpose B (ideas in sequence). Exceptions to this are the specific tests of combined references (+.29 with Purpose A and +.41, significant at the five per cent level, with Purpose B) and California comprehension (+.68 with Purpose A and +.72 with Purpose B, both significant at the one per cent level). The average correlation of the eight highest reading factors (excluding combined references +.29 and Iowa rate +.46) with Purpose A is +.70.

3. The purpose for reading influences the speed with which material is read. This generalization with science materials is also in keeping with Troxel's findings at grade eight with mathematics materials.

4. Faster readers comprehend better than slower readers when speed is measured as a single original reading time on the Iowa test (8). The correlation between Iowa Rate and comprehension in the *Directed Reading of Science Materials Tests* was +.46 for Purpose A (five per cent level) and +.39 (ten per cent level) for Purpose B. Again Troxel reached a similar conclusion with mathematics materials.

5. However, when reading the expository science materials of the *Directed Reading Tests* for either purpose during an original reading, the faster readers do not tend to comprehend better. In fact the relationship between reading speeds and comprehension

approaches zero (-.06 to -.29). This lack of relationship between reading speed with science materials and comprehension for the two purposes measured is also apparent in the rate measures of *Reading for Problem Solving in Science* (+.22 to -.19).

With respect to reading and question answering time as well as with total time on the *Directed Reading Tests*, correlations between reading speed and comprehension are generally low (+.25 to -.29). However, there is one notable exception to this generality. The correlation between amount of time taken to reread and answer questions and total comprehension is +.45 (significant at the five per cent level) for the more demanding task of keeping a series of ideas in mind in sequence. When reading for this purpose those who proceed more slowly during the rereading and question answering time tend to score better.

6. Practice without instruction on expository science materials during twenty successive trials does not produce better comprehension scores or significantly different rates of reading. The values of *t* for differences in means between the first five "tests" and the last five "tests" could easily be explained by chance factors. Again this finding parallels that of Troxel.

7. Speed and comprehension scores on a general reading test are not necessarily good predictors of speed and comprehension for other kinds of material read for other purposes. Speed scores on a general reading test are not good predictors of speed scores when reading science materials for main ideas or for ideas in sequence. Comprehension scores on general reading tests are better predictors of comprehension of science materials when reading for main ideas than when reading for ideas in sequence.

8. The kinds of things measured with Purpose A (main ideas) are stronger

factors in science achievement than are the kinds of things measured with Purpose B (ideas in sequence). The correlation between comprehension for Purpose A and science achievement was $+.74$, while it was $+.58$ for Purpose B. Both of these correlations are significant at the one per cent level.

9. The kinds of things measured by Purpose A are stronger factors in nonverbal intelligence than are the kinds of things measured by Purpose B. The correlation between mental age and comprehension of Purpose A was $+.64$ whereas it was $+.30$ with Purpose B.

Conclusions

1. Good readers on one measure of reading ability tend to be good readers on other measures.

2. Ability to read to find the main idea relates more closely to measures of general reading abilities than does ability to read to keep a series of ideas in mind in sequence.

3. Tests of general reading ability are not necessarily good predictors of ability to read particular materials for specific purposes.

4. Improvement in ability to read for main ideas and for ideas in sequence requires more than twenty short successive practice sessions. Presumably improvement would take place with instruction and additional time and practice.

5. A comparison of Troxel's results with those of the present study suggests that reader's purpose is a more potent determinant of reading speed and comprehension with expository materials than is the content field from which the material is drawn.

6. The purpose for reading influences the speed with which the reading is done.

7. Fast readers are the good readers when reading some kinds of materials for

some purposes. When reading other kinds of materials for other purposes there is no relationship between speed of reading and ability to comprehend. Those who take more time to reread and answer questions, when reading to keep a series of ideas in mind in sequence, make higher comprehension scores.

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Idea Inventory

Pioneers of the Old Southwest

To most of us the Southwest means New Mexico and Arizona, but the OLD SOUTHWEST means West Virginia, North Carolina, Kentucky, and Tennessee, the first of the "Wests" of the pioneers of America.

To best understand the history of this region, read *Pioneers of the Old Southwest* by Constance Lindsay Skinner (Yale), which is not too difficult for an 8th-grader. No one writes better books about the Old Southwest than William O. Steele, a native of Tennessee, whose home is at Signal Mountain just north of Chattanooga. When I wrote to him of my enthusiasm for his stories, he replied with this letter:

"I will tell you how I became involved in writing about this region and the pioneer period. I had an allergic middle child, and my wife used to spend hours and hours rocking her. I would read aloud to help pass the time. And once I chanced upon Donald Davidson's *The Tennessee*, Volume I, in the 'Rivers of America' Series, which was as you know begun by Constance Lindsay Skinner. I was amazed with this book, entranced and flabbergasted, too. Such colorful and exciting and courageous events had taken place in my state and yet few writers seemed to be using

this wonderful material. I figured I had found a gold mine, and I set about reading about Tennessee's past and then I spread out till I had taken as my region what amounted to the Old Southwest, Western Virginia and North Carolina, Kentucky and Tennessee. My wife got tired of hearing about pioneer happenings, so I wrote a book, as it would be hardly nice of me to keep such breath-taking material to myself.

In my research I found out that I was living in one of the great floral provinces of the earth, here in the Southern Appalachians. When the glaciers of the Ice Age slid down from the north, the hardier flora fled southward into the warmer, more congenial surroundings of East Tennessee. When the pioneers reached this region, they set about gathering and using these plants in teas and tonics and salves, and a great herbal came into being. I tried to use as naturally as I can these folk cures and superstitions, for these beliefs and remedies shaped their very lives. I found there was a heap of heroes and heroines to write about also. And the clash of cultures—red man against white—made for all sorts of situations just begging to be used. Myths, legends, mysterious old earthworks, oh, there seemed to me when I

first began to write most nigh everything an author should need in the way of material in this area. And I believe it's still true twenty books later. Too, history has in a fashion stood still in the mountains of Tennessee and Carolina. Though today the mountain ways are fading fast, still the songs and customs and stories and work methods our pioneers had, these exist almost unaltered in some mountain coves, so that an atmosphere of the past has been preserved by a living tradition, and there it is waiting for some writer.



Louise H. Mortensen, Des Moines, Iowa



Alice Sankey

Languages on Your Doorstep

The growing emphasis on teaching of foreign languages in elementary as well as secondary schools brings to mind a rapidly disappearing source of learning—the American home—where more than one language is spoken.

A former American newspaperman, married to a French girl, moved to Mexico City to continue university study. His small daughter is learning to talk. In addition to conversing with her father in English, and the Mexican maid in Spanish, she can exchange words with her mother in the French language. A built-in 3-language course for a child, in her formative and retentive early years—how invaluable to her in the future!

Many an adult, after struggling through foreign language courses and baffling the native who speaks that language fluently, wishes someone had given him the opportunity to listen in to a foreign tongue in childhood.

Take my friend Edith, for example. She had a "Hollander" grandfather, a Swedish grandmother, and a German landlady. Her mother was anxious to move out of a "foreign" neighborhood and would not permit the speaking of a foreign language in the house. In the brief periods the small girl spent with her German landlady-friend,

who lived upstairs, she learned to count to ten, greet friends, identify various objects and describe actions in the German language. She spent a week at a "camp-meeting" with her grandmother and learned a Swedish song. Her Dutch grandfather called his farm animals by their "Hollander" names rather than English ones.

Many years later, Edith can recall the few words she learned in the three languages.

How little effort it would have required to give her a speaking knowledge of the three tongues.

But it's too late now. She can't go to another adult and say: "I know you are of Danish decent, and I plan to take a trip to Denmark. Would you mind teaching the language to me?"

The person **WOULD** mind, because it takes a lot of patience and know-how to teach an adult. A child with his powers of absorption retains detail, and doesn't expect too much. He may appear to be ignoring the speaker, but the next time he visits, he will return the greeting in Danish words.

In our town, which has a large percentage of Danes, classes were conducted dur-

Mrs. Sankey of Racine, Wisconsin, newspaperwoman and author of children's books, is a member of the Chicago chapter of the Women's National Book Association.

But I am carried away. And perhaps this is not what you had in mind anyway. But I love this region, its historic past, its tall tales, its folkways, its physical setting, and I try in my books to give some feeling for all this, though in a short book in which character and theme have to be developed, it's mighty hard to do, and I don't expect I always succeed.

Sincerely yours, William O. Steele"

Chronologically, Mr. Steele's books follow this pattern: *Tomahawks and Trouble* (1776), a year after Daniel Boone had slashed through the brush to make the Wilderness Trail. *Winter Danger* (1779-80) is the same year that Nashville was founded. *Over Mountain Boy* (1778-80) is the time Back Country frontiersmen fought in the American Revolution. In 1780 they won the bloody battle on top of King's Mountain in Carolina, in which the only non-American was the leader, Major Ferguson, as his Tory troops were drawn from the Carolina Highlanders who kept their oath of allegiance to the king.

Down through the Shenandoah Valley in the 18th century came the Scotch-Irish, who first settled in Pennsylvania and then migrated south to the Back Country of North Carolina. Another group were the Scottish Highlanders, who started migrating after the suppression of their rebellions in 1715 and 1745. It is ironical that the Cumberland Mountains and the river were named for the cruel Duke of Cumberland who massacred the clansmen in the glens of Scotland. The second largest group of emigrants to the Back Country were the Germans, both Lutherans and Moravians. There were Welsh and English emigrants, also, the Boone family being of this stock. In 1771 James Robertson brought the first group of colonists to Watauga, which is the scene of books by Mr. Steele. Today, U.S. Highway 23 crosses the region of the Watauga Settlement, between Kingsport

and Johnson City in the northeast corner of Tennessee. This is the first overhill territory of North Carolina. In 1779 the same James Robertson left Watauga to locate a site in Middle Tennessee. He founded the city of Nashville, where one may visit a replica of old Fort Nashborough built in 1780. Many families left Watauga to proceed to the new settlement by flatboat down the treacherous Tennessee River, up the Ohio, and up the Cumberland, a 1,000-mile river voyage taken in the cold winter of 1779-80. *The Buffalo Knife* by Steele is about a flatboat journey down the Tennessee and up the Cumberland in 1782, just two years after Captain Donelson's pioneer expedition.

Wilderness Journey also takes place in 1782, when a brave ten-year-old walks the trail from Virginny to French Salt Lick with a Long Hunter to meet his family at Fort Nashborough.

In 1790 Congress created the "Territory Southwest of the River Ohio" out of what had been western North Carolina and what was to be the State of Tennessee. In *The Far Frontier* (1791) an 11-year-old boy traveling through this territory with a "daft" naturalist realizes that learning is "a far frontier just waiting for somebody to lay claim to it." *The Golden Root* (1795) (Dutton) is based on the unproven but highly possible belief that Andre Michaux, the French naturalist, told Appalachian settlers about the sales value of ginseng on his trips through the mountains collecting plants for the French king.

The Lone Hunt takes place in 1810 when the last buffalo was seen in the Cumberland. *Davy Crockett's Earthquake* was in 1811. *The Perilous Road* (1863) is a Civil War story in the Sequatchie Valley near Chattanooga.

The English Language

Edited by THOMAS H. WETMORE



Another letter to my sixth grade teacher.
Dear Miss Jones:

You asked me to explain why I believe that you would be a better sixth grade teacher if you had a knowledge of the history of the English language.

For one thing, I think it would give you some interesting ideas that might come in handy in talking about spelling. When one of us used to ask you why English is spelled in such peculiar ways, you gave us the impression that heaven only knew why our ancestors ever allowed such an atrocious system to develop.

Heaven is not the only one who knows. Any good textbook on the history of English explains such spelling as *knee*, *tongue*, *bought*, *guess*, *ghost*, *debt*, *blood*, and *bought*. Behind each of these is a story.

The consonant cluster *kn* in *knee* was pronounced in Old English but has been simplified by loss of the *k*. Spelling has failed to keep pace with the sound change. Similarly, we continue to spell a once-pronounced *g* in *gnat*, a *w* in *write*, a *b* in *lamb*, a *g* in *long*, and a *t* in *castle*, *soften*, *whistle*, and *listen*.

Spellings like *tongue* afford a good opportunity to show that English has been influenced by other languages. *Tongue* would be *tung* if the Norman Conquest

had not brought French influence. Note that such words as *lung* were fortunate enough to escape this respelling. Chaucer spelled *guess* without a *u*, and I wish the French had left it that way. It is very difficult to get rid of such an unphonetic spelling once it is adopted. The recent simplification of *quartet* and *catalogue* are fortunate exceptions.

Ghost illustrates still another way spelling became unphonetic. The earliest printers were from Holland. Their ignorance of English spelling caused them to introduce such Dutch analogies as *gh* for *g* in such words as *ghost*, *gherkin*, *ghospel*, and *ghossip*. In *ghospel* and *ghossip* the older spellings were later restored.

Sometimes an attempt to reform spelling led only to more confusion. Misguided humanists attempted to respell English words to conform to Latin and Greek analogies, not realizing that in many cases the English word was not from Latin or Greek and had never had the sound indicated by the new spelling. Consequently, superfluous letters were added to many English words: a *b* to *dout* and *det*, and a *p* to *receit*, an *s* to *iland*, and a *g* to *forein*.

The spelling of *blood*, *foot*, and *boot* all with *oo* becomes a little more understandable when we know that all such spellings go back to a similar pronunciation: the vowel sound now heard in *note*.

The *gh* in *bought* represents a sound

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ing the immigration wave of the 1910's in the "Danish Brotherhood" to teach the new arrivals the English language. The children of the families were not taught to speak Danish. Now, two generations later, classes were set up in the Danish language to attempt to teach the Danish-American adults how to speak the mother tongue. They wanted to tour Denmark, but didn't know how to converse with their relatives.

Is there a way to encourage children to share the culture and language of their predecessors, in the way adults do at "International Fairs" and "Folk Festivals"?

A high school French class had the good fortune to have young Jean Cassin from Paris as a foreign exchange student. Young Jean virtually conducted the class, much to the enlightenment of the students and the delight of the French instructor.

Mexico is less than half a day's flight time from the middle of the United States. Increasing numbers of tourists pour in yearly to make the tourist business one of the top industries of our Latin-American neighbor. If anyone has passed a course in Castilian Spanish and then tried to talk the Spanish of the native of Mexico, he has learned he might just as well be speaking Swedish. Several writers who live in the Mexican villages have learned that by teaching a child to speak English, they in turn learn the language of the child.

Rather than have the newcomer from a foreign country in a classroom feel as though he were the outcast, wouldn't it help him and the classroom if he were

treated as a person with a valuable gift to share?

When Johnny says: "This is my hat" and Juan says "Es mi sombrero," each is picking up a sentence in a new language.

"Es mi mano," says Juan, holding up his hand.

"This is my hand," says John. "Es mi mano."

"Me hand," says Juan, triumphantly.

A recent study by the National Education Association points out:

"One can learn a great deal about what speakers of a foreign language do, and approximately what they say and think and feel by reading about them in English; but one does not begin to understand precisely how persons in other cultures think and feel until he comprehends and uses effectively the language in which they express their thoughts and feelings. . . .

"Learning a foreign language involves the student in the culture of which the language is an expression and frees him from the ethnic-centered attitudes of his community and from the prejudices that he must overcome if he is to be a responsible citizen of the world."

Why not start this breaking down of prejudice by learning from young Juan, or Jacque, or Vladislav, or Ricardo in the classroom? Or the playground? What is the equivalent of the game American children call "tag" in Hungary or Japan? Do they have one? You don't know, do you? Neither do I. If I were on playground duty, it might be interesting to find out. Add a little culture to the day.

which has completely vanished from English. It remains, however, in German, a sister language to English. Your class might be interested in listening to a record of Old English, Middle English, or modern German to get an idea of how English sounded before it lost this guttural sound.

Such information will perhaps not make the learning of unphonetic English spelling much easier. It may, however, make it more interesting, don't you think?

A study of the history of English would also have altered some of your ideas about the changing meanings and values of words. Do you still advise students to go back to the original meaning of *nice* if they are going to use the word at all? As I remember, you meant by this that we were to use *nice* not in its broad colloquial meaning of "pleasant," but in the meaning of "particular" or "discriminating."

Such an explanation had the effect of taking the word *nice* out of my usable vocabulary for a few timid months. You had said it was colloquial when used to mean "pleasant"; and you always pronounced the word *colloquial* with such contempt it made me feel a traitor to you if I used a word so labelled. I gave up saying, "Nice weather we're having, isn't it?" to the customers on my paper route. Your "original" meaning was just as unusable, for in those days I did most of my talking to other sixth grade boys, most of whom I imagined would question the virility of a classmate who said, "Rather nice distinction you made there in history class, old chap!"

Years later I was maliciously delighted to find that you were wrong about the original meaning of *nice*. From an etymological meaning "ignorant," it developed its earliest English sense "foolish," only much later developing the sense "particular," and after

that the vague meaning of "pleasant" or "acceptable." By that time I had learned to say "nice distinction"—and "nice weather," for that matter—without having to apologize to anyone.

Today I am a little ashamed of the malicious delight I felt at discovering that you were wrong. Your intentions were the best. I have in the meantime read enough vague themes to know that almost any onslaught against broad and vague terms is justified. In other words, I'm on your side. But that is all the more reason I want future teachers to learn the meaning of *colloquial* and the history of the word *nice*.

In the course of centuries the meaning of a word can change so much that it no longer bears much resemblance to its original meaning. It is absurd to insist that the word *dilapidated* be applied only to stone buildings because it is from the Latin *lapis*, a stone. It is an interesting historical fact that a dilapidated house to the Romans would have been a stone house in ill repair. It does not, however, prevent our speaking of a dilapidated frame house or a dilapidated wigwam.

Changing meanings of words follow several interesting patterns. *Nice* in the vague sense of "pleasant" has undergone a process of generalization, as have such words as *thing*, *concern*, *matter*, and *article*. The opposite process, specialization, is shown in a word like *starve*, which in Old English meant "die," but has come to mean "die from hunger" or *corn*, which meant simply "grain," but has come in America to mean "Indian corn" or "maize," but not "wheat," as it does in England.

Words may also undergo amelioration or pejoration of meaning. Examples of the former are *constable*, formerly "stable attendant"; *chamberlain*, "room attendant"; and *knight*, "youth." Examples of pejora-

tion are *hussy*, formerly "housewife"; *lewd*, "ignorant"; and *immoral*, "not customary."

Folk etymology also contributes to change in meanings of words. A person who does not know the etymology of a word sometimes changes the form of the word in accordance with what he guesses its meaning to be. French *crevisse*, for example, became *crayfish* and French *appentis* became *penthouse* to Americans unfamiliar with the French language. Similarly, we can easily lose sight of the original meaning of a native word when it is respelled through folk etymology. The word *hangnail*, for instance, originally had

no relationship to *hang*, but to *ang* and so meant a nail that is painful, not one which hangs.

Do you think that your class would be interested in the history behind the changing meanings of words? If so, you may want to consult Chapter 10 of *The Development of Modern English* by Stuart Robertson and Frederic G. Cassidy, from which most of the examples in this letter are taken.

Sincerely yours,

Thomas H. Wetmore
Professor of English
Ball State Teachers College

UNDERSTANDING AND HANDLING READING—PERSONALITY PROBLEMS

(Continued from page 539)

7. Establish a tutoring-counseling relationship with the child if possible. If you can take time to listen to a child's troubles sympathetically and understandingly, so that the child can be sure of receiving encouragement and support rather than reprimand, emotional blocks to learning begin to atrophy.

8. Praise and reassure the child whenever possible. Keep from him any feelings of disappointment and anxiety you may experience.

9. Don't embarrass the child in oral reading situations by forcing him to read materials "cold." Make such experiences build his feelings of self worth by choosing materials carefully and by giving him sufficient help before he reads aloud.

10. Employ a reading game at each session so that the child associates reading with something that is fun. This will help dissipate negative feelings about reading.

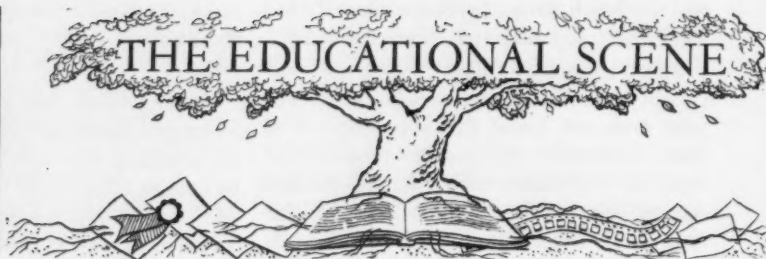
11. Help the child develop those interests, hobbies, and skills on which the group puts a premium. This will encourage group acceptance of him and will develop a sense of belonging that is essential to his mental health.

Teachers employing principles and suggestions such as the foregoing can do a great deal to help the emotionally disturbed reader. But, above all, they should remember that nothing can, or ever will, supplant the magical power of the teacher who is genuinely interested in children and capable of instilling in them a feeling of confidence and self worth.



William A. Jenkins

THE EDUCATIONAL SCENE



The junior high school years

Recommendations for Education in the Junior High School Years is the latest publication resulting from the study of American public education by Dr. James B. Conant. The recommendations are addressed primarily to boards of education, as were those in his previous studies.

To be perfectly frank, Dr. Conant's recommendations appear to be mild, bland, and nonrevolutionary. Most of his ideas are well known to alert teachers and administrators. And yet, because Dr. Conant is making them, educators cannot ignore them, and the public will not. If his previous reports on public education are criteria, the volume doubtless will become another best-seller.

Dr. Conant's memorandum is based on visits by him and his staff to 237 schools in 90 school systems in 23 states. Basically it contains 14 suggestions. Three areas he clearly reserves for the professional educator:

A. *The appointment of the professional staff.* Individual appointees should be chosen by the principal and the administrative staff.

B. *Judging quality of teaching.* This should be left to professional educators.

C. *Details of course content and choice of textbooks.* Both laymen and school boards should leave these decisions to the staff, though the responsibility for policies and knowledge of what is being done in these areas are still theirs.

The recommendations follow:

1. Pupils in grades 7 and 8 should receive instruction in English (emphasize reading skills and composition), social studies (emphasize history and geography), mathematics, and science (these should take 60-70% of the week's school time). There should be instruction in art, music, and physical education, and girls should receive home economics instruction while boys receive instruction in industrial arts.

2. A few pupils should begin study of algebra or one of the new brands of mathematics in grade 8; some should begin study of a modern foreign language under a bilingual teacher in grade 7.

3. Instruction in basic skills, particularly reading and arithmetic, should continue as long as pupils can benefit from it.

4. Group activities—musical and dramatic activities, assembly and homeroom programs, interest clubs, intra-mural athletics, and student council—should be part of the total program.

5. There should be provisions to assure a smooth transition from elementary school to high school. Dr. Conant feels that a

¹Dr. Jenkins is Professor of Elementary Education at the University of Wisconsin—Milwaukee.

block of time in grade 7, preferably for English and social studies, would accomplish this. He is against experimentation with the core approach.

6. The daily class schedule should be flexible enough so that students will not have to choose *between* the basic subjects such as English and science. Seven rather than six periods a day might accomplish this.

7. Instruction should challenge the range of pupil abilities.

8. For grades 7 to 12, there should be a guidance specialist for every 250-300 pupils. But he does not advocate group guidance.

9. Homework assignments of teachers of different subjects should be coordinated; high academic standards should be maintained in grades 7-9; some pupils may be held back, though no more than two years in the first eight grades.

10. Electives, in addition to the required courses suggested, might begin in the ninth grade.

11. For grades 7 and 8, satisfactory instruction requires the following: a well-stocked library; a gymnasium with locker rooms and showers; home economics room for girls and industrial arts room for boys; an auditorium which will seat half the student body and a cafeteria which will seat one-third of them.

12. Subjects from kindergarten to grade 12 should be coordinated.

13. The minimum acceptable ratio is 50 professionals for 1000 pupils, with a higher ratio desirable. The teaching load in grades 7-12 should be approximately the same, with five periods involving 125-150 pupils. English teachers should have no more than 100 pupils while physical education teachers might have 200. A professional librarian should be responsible for no more

than 750 pupils. Teacher duties which are peripheral to teaching should be minimized.

14. The difference between a good school and a poor school is often the difference between a good and a poor principal. To exercise educational leadership a principal should have a full-time assistant principal for every 750 pupils and a clerk or secretary for every 250 pupils.

Once again Dr. Conant has provided a very clear, authoritative statement. The controversial in junior high education has been avoided or is summarily dismissed. Quite effectively, he leaves much room for variations among different schools and for introduction of many of the new ideas now on the fringes of public education. Amazingly enough Dr. Conant, unlike so many professional groups, does not feel it imperative that he disclose his educational philosophy or to spin one, though he clearly is one who feels that the school first must have a strong academic program. This, of course, is an approach that one of lesser stature could not undertake. Similarly, to advocate *views* which do not even hint at the research that has shown their merit would be ludicrous for one in the profession. The critics—and Conant blithely ignores them—would have a field day.

As we said earlier, the public will read and heed *Recommendations for Education in the Junior High School Years*. Unfortunately, a large number of this same public will ask why teachers did not think of these suggestions before. To this extent, the profession will not benefit from the report, but public education will be affected by the strengthening and standardization advocated in the report.

For Christmas

We were pleased to receive a copy of *Light the Candles!* by Marcia Dalphin, an annotated list of books and stories for

Christmas reading with children. First published in 1944, the 1960 booklet has been revised by Anne T. Eaton.

Light the Candles! will be a wonderful guide to stories familiar and some not so familiar for families, teachers, librarians and religious groups. The list includes descriptive references to stories, poems, legends, carols, plays, games, and crafts. It should be useful for many holiday seasons to come!

Write to The Horn Book, Inc., 585 Boylston Street, Boston, Mass. \$1. 24 pp.

Teaching about the UN?

Then perhaps you would like to order *Basic Facts About the United Nations*. Its 48 pages cover the story of the Charter, the main UN organs, and the specialized agencies. The booklet is in its fifteenth revision and costs twenty-five cents. Order from UN.

You might also find the film *Workshop for Peace* useful. It deals mainly with the UN physical plant. Order from Contemporary Films, 267 W. 25th Street, New York, N. Y. Contemporary Films is distributor of UN films and has a free catalog for teachers who request it.

English teachers might note that many verbs can indicate what the UN General Assembly can do. It can *suggest, recommend, commend, note, advise, study, investigate, observe, conciliate, mediate, offer, and urge*. The one verb which is inappropriate is *force*.

Geography teachers note. On September 20 the UN admitted 14 newly-created republics: Republic of Cameroon, Togolese Republic, Malagasy Republic, Republic of Somalia, Republic of the Congo (Leopoldville), Republic of Dahomey, Republic of the Niger, Republic of the Upper Volta, Republic of the Ivory Coast, Republic of Chad, Republic of the Congo

(Brazzaville), Gabon Republic, Central African Republic, and Republic of Cyprus. Are your maps up to date?

Some useful materials

Army Films for Public Use 1959-60. 146 pp. Free. Apply to your nearest Army Regional Exchange or write to Fifth U. S. Army, Central Film and Equipment Exchange, Fort Sheridan, Illinois.

Audio-Visual Equipment Directory, 1960, Sixth Edition. 250 pp. The NAVA Directory gives detailed information on more than 700 models of audio-visual equipment of all sorts. New additions in this number include transparency making equipment, teaching machines, language laboratory equipment, and classroom television. Order from National Audio-Visual Association, Inc., Fairfax, Va. \$4.75.

Catalog of Classroom Films. 12 pp. Free. A delightful as well as helpful list of good films. Write to Churchill-Wexler Film Productions, 801 N. Seward Street, Los Angeles 38, California.

Educational AM and FM Radio and Educational Television Stations. 18 pp. Free. Stations are listed by city and state. Write to U. S. Office of Education, Washington 25, D. C.

Pupils Speak to Pupils Around the World. Describes the International Tape Exchange Project and includes a directory of educational groups interested in exchanging tapes and potential respondents. Order from Michigan Audio-Visual Association, c/o Audio-Visual Education Center, University of Michigan, Ann Arbor. \$1.50.

New filmstrips

Composition. Four filmstrips in color. For junior high school. Series includes: Organizing an Outline; Writing an Opening Paragraph; Writing Paragraphs; and Edit-

ing and Rewriting. Filmscope, Inc., Box 397, Sierra Madre, California.

Goals in Spelling. Seven filmstrips in color, with manual. \$4.50 each. For intermediate grades and junior high schools. Titles include: Hearing Sounds in Words; Consonant Sounds; Tricky Consonant Sounds; Long Vowel Sounds; Letters Which Work Together; and Studying Long Words. Webster Publishing Company, 1154 Reco Avenue, St. Louis 26, Missouri.

Language. Seven filmstrips in color, with manual. \$25 set. For intermediate and upper grades. Titles include: Using Sentences; Using Parts of Speech; Using Language Correctly; Using Punctuation; Using Capital Letters; Using a Dictionary; and The Story of Writing. Webster Publishing Company.

Using Books Efficiently. Six filmstrips in color. \$36 set. For junior high school. Series includes: Choosing Books; Locating Facts in Books; Using Study Helps in Books; Using the Card Catalog; Locating Books in the Library; and Evaluating Books. Pacific Productions, Inc., 414 Mason Street, San Francisco 2, California.

American Folk Heroes. Eight filmstrips in color. \$6 each. For intermediate grades and junior high school. Set includes: Miles Standish; Sam Houston; Davy Crockett; Mike Fink; Wild Bill Hickock; Buffalo Bill; Kit Carson; and Johnny Appleseed. Encyclopedia Britannica Films, Inc., 1150 Wilmette Avenue, Wilmette, Illinois.

Children's Stories of Famous Americans. Six filmstrips in color. \$6 each. For primary and intermediate grades. Series includes: Paul Revere; John Paul Jones; Captain John Smith; Ethan Allen; William Penn; and Peter Stuyvesant.

The Little Tractor Who Traveled to Israel. 35 fr. with 10" LP record, in color.

\$9. For Kindergarten and Primary. Based on the Evelyn Levow Greenberg story. Israeli music. Jewish Federation of Greater Los Angeles, 590 N. Vermont Ave., Los Angeles 4, California.

Social Rhymes for the Very Young. Nine filmstrips in color, with manual. \$9. For the primary grades. Eyegate House, Inc., 146-01 Archer Avenue, Jamaica 35, New York.

Children's School Stories. Five filmstrips in color. Fifteen-minute recording. \$5 each. For primary grades. Series includes: *The Little Cloud*; *Raggedy Elf*; *Little Star That Got Lost*; *How the Birds Got Their Color*; and *The Mighty Hunters*. Cathedral Films, Inc., 140 N. Hollywood Way, Burbank, California.

New motion pictures

The Steadfast Tin Soldier. 14 mins.; color. For primary—elementary. Hans Andersen's story dramatized by moving dolls. Brandon Films, Inc., 200 W. 57th Street, New York 19, N. Y.

Cinderella. 10 mins.; color. For primary grades. The story is told and drawn by children in a fifth grade class in Toronto. Film Associates of California, 10521 Santa Monica Blvd., Hollywood 38, California.

Pathways to Reading. Set of five films. 12 mins. each; color. Titles include: Why Read? How to Read; What Did You Read? Was It Worth Reading? and What Is A Book? For elementary and junior high. C-B Educational Films, Inc., 703 Market Street, San Francisco 4, California.

Your Language (series). Three films; black and white. For intermediate and junior high. New additions are: *A Book for You* (17 mins.); *Let's Discuss It* (9 mins.); and *Something to Write About* (7 mins.).

Improve Your Punctuation. 11 mins.; color or black and white. For junior high. Coronet Films, 65 E. South Water Street, Chicago 1, Illinois.

Verbs: Principal Parts. 11 mins.; color or black and white. For junior high up. Animated. Coronet Films.

Verbs: Recognizing and Using Them. 11 mins.; color or black and white. For the intermediate grades up. Coronet Films.

Picture Book Parade. Color. Four new iconographic films have been added to this series which now includes twenty titles. New additions are: *Caps for Sale* by Esphyr Slobodkina (5 mins.); *In the Forest* by Marie Hall Ets (5 mins.); *Magic Michael* by Louis Slobodkin (6 mins.); and *Pancho* by Bertha and Elmer Hader (6 mins.). Weston Woods Studios, Weston, Conn.

New recordings

Alice in Wonderland. 12" LP. For elementary and junior high. The Lewis Carroll story set to music. Jane Powell plays Alice. Reverse has *Many Moons* and *The Eager Piano*. Columbia Records, 799 Seventh Avenue, New York 19, N. Y.

No Man Is an Island. 12" LP. For junior high and up. Orson Welles reads from Donne, Paine, Henry, Carnot, Webster, Brown, Lincoln and Zola. Decca Records, 50 W. 57th Street, New York 19, N. Y.

Through the Looking-Glass. 12" LP. For intermediate grades up. Sterling Holloway as the narrator and Joan Greenwood as Alice. Caedmon Sales Corp., 277 Fifth Avenue, New York 16, N. Y.

Treasure Island. 12" LP. Basil Rathbone plays Long John Silver. Columbia Records.

Peter Pan. 12" LP. For primary grades up. Boris Karloff plays both Mr. Darling and Captain Hook. Columbia Records.

Rootabaga Stories. 12" LP. For primary grades up. Seven of his well-known stories are read by Carl Sandburg. Caedmon Sales Corp.

Robin Hood. 12" LP. For elementary and junior high. Basil Rathbone plays Robin in two episodes involving the Sheriff of Nottingham. Reverse is *Treasure Island*. Columbia Records.

The Ancient Mariner. 12" LP. For junior high school. Read by Sir Ralph Richardson. Caedmon Sales Corp.

Pinocchio. 12" LP. For primary grades. Disrec Records, 2400 W. Alameda Avenue, Burbank, California.

And No Bells Ring. 60 min. \$3 rental. Recommended changes in secondary education. Narrated by Hugh Downs. Free booklet, "New Directions to Quality Education." National Association of Secondary School Principals, 1201 16th Street, NW, Washington 6, D. C.

Children's Book Club

Here are the December selections of the *Weekly Reader Children's Book Club*:

Early Readers (Primary Division)

The Puppy Who Wanted A Boy, by Jane Thayer, published by Morrow

The Tall Grass Zoo (bonus), by Winifred and Cecil Lubell, published by Rand McNally

Star Readers (Intermediate Division)

A Dog on Barkham Street, by M. S. Stolz, published by Harper

Wonders of the Deep Sea and Wonders of the Ocean Zoo (in one volume—bonus), by Helen Mather-Smith Mindlin and Boris Arnov, Jr., published by Dodd, Mead

Junior Literary Guild

Here are the December selections:

For boys and girls, 5 and 6 years old:

Little Bear's Pancake Party by Janice. Lothrop, Lee, and Shepard, \$2.75.

For boys and girls, 7 and 8 years old:

Happy Piper and the Goat by Patricia Miles Martin. Lothrop, Lee and Shepard, \$2.75.

For boys and girls, 9, 10, and 11 years old:

More Favorite Stories Old and New for Boys and Girls by Sidonie Matsner Gruenberg. Doubleday, \$3.95.

For older girls, 12 to 16 years old:

Sixes and Sevens by Esther Elisabeth Carlson. Holt, Rinehart and Winston, \$3.

For older boys, 12 to 16 years old:

Star Surgeon by Alan E. Nourse. David McKay, \$2.95.

Reading Institute

"Reading Problems: Diagnosis and Treatment" is the theme of the 1961 annual reading institute at Temple University, January 23-27. Activities include demonstrations, laboratory practice, workshops, and lectures.

For further information write to Bruce W. Bingham, coordinator, The Reading Clinic, Temple University, Philadelphia 22, Penna.

READING SCIENCE MATERIALS . . .

(Continued from page 552)

13. Monroe, Walter S., Editor, *Encyclopedia of Educational Research*. New York: The Macmillan Company, 1950, p. 968.
14. *Sequential Tests of Educational Progress*. Cooperative Test Division, Educational Testing Service, Princeton, N.J., 1957.
15. Shores, J. H., "Reading of Science for Two Separate Purposes as Perceived by Sixth-Grade Students and Able Adult Readers," *Elementary English*, 1960.
16. Sullivan, Elizabeth R., Willis W. Clark, and Ernest W. Tiegs, *California Test of Mental Maturity, Non-Language Section*. Los Angeles: California Test Bureau, 1951.
17. Tiegs, Ernest W. and Willis W. Clark, *California Achievement Tests*. Los Angeles: California Test Bureau, 1950.
18. Troxel, Vernon E., *Reading Eighth Grade Mathematical Material for Selected Purposes*. Doctor's thesis, University of Illinois, 1959.
19. Yoakam, Gerald A., and Charlotte Truby, "The Effects of Certain Practice Exercises in Reading," *University of Pittsburgh School of Education Journal*, 1 (1926), 60-61.
20. Zim, Herbert S., Editor-in-Chief, *Our Wonderful World*. Chicago, Ill.: Spencer Press, 1960.



Mabel F. Altstetter

BOOKS for Children

Edited by Mabel F. Altstetter and Muriel Crosby

Compton's Pictured Encyclopedia and Fact Index. Guy Stanton Ford, Editor-in-chief. F. E. Compton and Company, 1960. \$104.50 to \$179.50 depending on binding. Liberal quantity and trade-in allowances to schools and libraries.

The fifteen volumes of Compton's have been brought up to date in the 1960 edition by adding, revising, or rewriting 851 articles. There are 614 new illustrations in color and 665 new illustrations in black and white. There is a total of 1,452 new maps, graphs, pictures, and drawings. In all, 177 pages have been added and 3,157 pages changed in the new edition. All pages have been made from new plates.

In the front of the first volume there are fifteen pages listing the experts who have written articles in their special fields. Allan Nevins in American History, Robert Morton in Arithmetic, Anna Carroll Moore in Children's Literature, Louis Shores in Reference Books, Arthur Allen in Birds, and Evelyn Stefansson in Northmen are names taken at random from an impressive list. Individual articles are not signed.

The organization of the encyclopedia makes it simple to use. Entries are made alphabetically and each letter is complete in the volume where it is found. Although several volumes have more than one letter

yet there is no carry-over to another volume. Most important of all provisions for easy use is the Fact-Index located at the back of the book and found instantly by a thumb-tab. At the beginning of the Fact-Index is a simple explanation of its use. The reader is told to look in the index first because it saves time to locate quickly the necessary fact instead of searching through a lengthy article. Every main entry is shown in heavy type and is followed by alphabetically arranged sub-entries with cross references to related information. Each volume has the part of the index whose main entries begin with the same initial as the volume. Cross references have the volume and page where additional information is to be found. There are over 40,000 short articles of a few sentences called Fact Entries that give brief biographies, populations, and industries. Others define, identify, pronounce, and give other important facts about processes, events, and principles. At intervals throughout the index are lists and tables, e.g., Highest Mountains, Longest Rivers, Arbor Day



Muriel Crosby

Dates in Various States, and Railroad Mileage. At the beginning of each Fact-Index is a history of the letter which is the initial of the volume.

The main articles are clearly written and the vocabulary is graded so that difficulty in reading is minimized. Where a subject is used in more than one grade, the easier material comes first in the article and the more advanced later. There are many cross references within the article and an up-to-date bibliography follows each main article with books listed on lower and upper grade levels.

Since its first publication in 1922, Compton's has been strong in visual material and the current edition has many thousands of maps and other visual devices, many of them in full color. Especially strong is the material on states and countries.

There is one set of Elementary Units and Guides free with each set of the encyclopedia. A set of film strips on the use of the encyclopedia, a rolling book table, and an annual yearbook are available at low cost. An effective source of help is located at the first of each volume where Interest Questions on the material in that volume and a reading guide called "Here and There in this Volume" may be found.

The revised Compton's meets the informational needs of children, young people, and adults in a stimulating way. Print, paper, and binding combine to make an attractive set. Recommended for school, library and home use.

A

World Book Encyclopedia. Field Enterprises Educational Corporation, 1960. 20 volumes. Price range from \$139 to \$179 depending on binding. Special discount to schools.

The *World Book* has long been a favorite in home and school and the 1960 edition contains so many new features and revisions that its value is greatly increased.

Over \$2,800,000 was spent to provide entirely new printing plates and more than 1,000 pages have been added to bring information up to date. Among other features there are more than 1,775 maps, 10,000 new or revised articles, 5,000 new or completely revised biographies, 4,000 articles completely reillustrated and a completely revised Reading and Study Guide in volume 20. Colored plates have been used to good effect in 5,900 illustrations and diagrams.

Impressive as these figures are, they are only statistics. They come alive when examined in terms of what they mean to the user. The over-all effect is an invitation and a strong enticement to look it up instead of guessing.

The outstanding demand on any encyclopedia is for accuracy. In the *World Book* this is assured by having 2,500 noted authorities write or critically review all articles. A special feature of this edition is that the names of the specialist is signed at the end of the article. Few users will turn to the "A" volume to look up the list of authorities but many will be grateful to find that Bob Feller wrote the article on Baseball, Harvey Firestone, Jr. wrote the article on Rubber, Sir Edmund Hillary the one on Mt. Everest, Paul Angle wrote on Lincoln, and Andre Maurois the biographies of European statesmen.

Continuous revision brings facts up to date and a yearly supplement is issued. One would expect an increased emphasis on the new developments and the readers will find accurate answers to questions involving the world in an atomic age.

The rising tide of nationalism in Africa and Asia necessitates many new or revised articles on geography and history. Especially notable are the 1,700 maps of which 975 are in color. Full accounts of all 50 states of the United States are given and terrain

as well as political maps in six colors accompany articles on every state, province, country, and continent.

The new edition of the *World Book* is especially rich in biographies. They are found in the main alphabet entries and make readily available pertinent facts, careful pronunciation, portraits, and suggestions for further reading. This feature adds much value to the set.

The pronunciation scheme followed throughout has the accented syllable in capital letters which makes it easy even for young readers to understand.

Readability and ease of using are two features of importance in any encyclopedia. In the *World Book* the vocabulary is suited to the audience of upper grade, junior, and senior high school. Adults will find satisfaction in the concise information and the carefully organized articles. Because the books are arranged on the simple plan of alphabetical entries no special index is required and finding information is simple.

Most major articles are followed by citations on Related Articles, "See Also," a bibliography for younger readers, a bibliography for older readers, an outline of the articles, and questions of information contained in the article.

Volume 20 is a Reading and Study Guide. An alphabetical arrangement of areas of information makes it simple to use. Outline headings are in bold type so that the eye picks up quickly the desired reference. The first seven pages of this volume are given over to an excellent discussion of how to use the encyclopedia.

Service bulletins, *1200 Questions, The Lookies, Through the Year with the World Book* are completely new with this edition.

The binding, paper, and print are worthy of the excellent content. The set is a valuable addition to any classroom or home.

A

Fiction

Christmas Stories 'Round the World. Edited by Lois Johnson. Illustrated by Beth Krush. Rand, 1960. \$2.95. (9-12).

There are many books for children which deal with Christmas legends of other lands but there is need for understanding con-



temporary life and this book fills that need. There are stories about fourteen countries and the common brotherhood of all emerges clearly whether the story deals with Polish refugees in hiding or a lonely boy in an isolated valley in northern Canada whose best Christmas gift is learning to write his name. The stories are well written by established authors and have never appeared in print before.

A

Mister Billy's Gun. Written and illustrated by Berta and Elmer Hader. Macmillan, 1960. \$3.50. (6-8).

A new book by the Haders is always an event. Their love for small creatures appears in every line and picture. This time the small creatures are quail, so numerous that



Mr. Billy bought a gun to protect his garden. He doesn't kill the birds of course, and his wife's solution to the problem is eminently satisfactory to Mr. Billy and the reader. The story is slight but the pictures show the Haders at their best. A

Mickel and the Lost Ship. By Olle Mattson.

Illustrated by R. M. Sax. Watts, 1960. \$2.95. (10-14).

Now translated from the Swedish by Anna Spurge and Elizabeth Sprigge this vigorous story is available to American children for the first time although it was published in Sweden in 1955 and won an award from the Association of Swedish Libraries as the best children's book of the year.

The rugged life in a sea coast village is convincingly portrayed. The story is woven around a missing sailor and a lost treasure. There is suspense, humor, and mystery as the reader follows Mickel through the activities of a poor Swedish boy at the turn of the century.

Villains and crises abound but the lost sailor, Mickel's father, returns, the treasure is found, and the story ends happily. It is a good story, well-told. A

Little Bear's Friend. By Else Holmelund Minarik. Pictures by Maurice Sendak. Harper, 1960. \$1.95. (4-8).



The newest of the "I Can Read" books is the third story of Little Bear. He will be welcomed with delight by readers of *Little Bear* and *Father Bear Comes Home*. Those

who begin with this one will want the other two. There is the same easy flow of words and the same warmth of relationships among the characters as before but this time a small girl is added to the familiar group. The pictures please and avoid the temptation to be cute and coy.

This is the seventeenth in the series of attractive books which a good reader in the first grade can enjoy and which second and third graders will like. The publisher is doing a real service for American children in this series. A

Are You My Mother? Written and illustrated by P. D. Eastman. Random, 1960. \$1.95. (Beginners).

Using only one hundred words, the author has created an amusing and satisfying story that beginning readers will devour. The book gives convincing proof that a child's first experiences with reading need not be with dull and repetitious sentences. Random House now has two sets of stories, "Books for Beginners" with fifteen books which began with *The Cat in the Hat* and a new series which the publisher calls a "Beginning Beginners" series which has three titles and a vocabulary load that ranges from fifty to a hundred words. The first group averages two hundred ten words to the book and requires some little command of reading before the child can handle the contents with ease. Both series give the young reader a sense of accomplishment and the enjoyment of a plotted story. A

Folklore

Heather and Broom. Edited by Sorchi Nic Leodhas. Illustrated by Consuelo Joerns. Holt, 1960. \$3.25. (9-12).

Eight *seachie*, or storyteller's stories, make up this collection of tales from the Scottish Highlands. Most of them are of

the household type with fairies and magic told with poetic style and romantic mood. There are a few resemblances to household tales of other countries but the style sets them apart. Celtic forthrightness is felt in the awareness of human frailties and there is humor in the acceptance of these frailties.

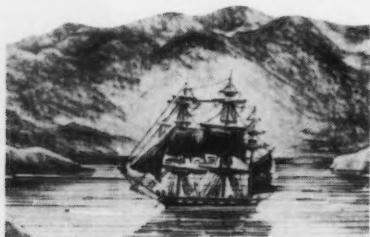
This volume is the seventh in a series of well-told and lesser known folktales.

A

Biography

Touched With Fire. Alaska's George William Steller. By Margaret E. Bell. Maps by Bob Ritter. Morrow, 1960. \$3.00. (12-16).

With interest high in Alaska, this biography of a German-born botanist who accompanied Bering on his voyage of



discovery to the then unknown northwest coast of North America in 1741, makes exciting reading. The story flows in fine style. Facing disappointments and hardships, Steller wrote painstaking reports with scientifically accurate documentation on the nature of the Alaska coast.

C

George Westinghouse. By Henry Thomas. Illustrated by Charles Beck. Putman, 1960. \$2.50. (10-14).

A fascinating story of a boy who liked to think, Westinghouse, one of America's inventive giants, will appeal to children who like to create. Boys and girls will be fascinated with the portrayal of Westinghouse's innumerable inventions and their

effect on the quality of living they make possible for the American people.

C

Social Studies

Captain Cortes Conquers Mexico. By William Johnson. Illustrated by Jose Cisneros. Random, 1960. \$1.95. (10-14).

Another in the Landmark Series, *Captain Cortes* is a worthy addition to a splendid collection of books for children. The record of Spanish exploration, conquest and exploitation of Mexico is packed with adventures, incredible but true.

C

Our Neighbors in Japan. By John C. and Elsie F. Caldwell. Illustrated by Heidi Ogawa. Day, 1960. \$2.00. (6-9).

Islands and people, weather, mountains and volcanoes, ways of living, all are dealt with in portraying a nation whose people have the common needs and aspirations for a better life which all people have. Format, style, and content are appropriate for older primary children.

C

Science

Time Is When. By Beth Youman Gleick. Illustrated by Harvey Weiss. Rand, 1960. \$2.75. (6-9).

This is a simple, practical introduction to the concept of time which will be meaningful to children for it is closely related



to their own daily experiences. Simple narrative and charming illustrations make this a beginning readers' book.

C

Electricity: How It Works. By Percy Dunsheath. Illustrated by John Teppich. Crowell, 1960. \$3.95. (9-12).

Here is an exciting adventure story, beginning with the discovery of static electricity by the Greeks and ending with the development of electronics.

Many helps for carrying out practical experiments are included. C

Things That Spin: From Tops to Atoms. By Irving and Ruth Adler. Day, 1960. \$2.00. (8-11).

Clearly and explicitly, the authors explain the effects of spinning objects and the causes underlying these effects. A top, a dancer, our planet, a washing machine, all spin. Why we have different seasons, how an airplane is kept level, why a yo-yo keeps going, are among the questions answered in this well organized book. C

Dragonflies and Damselflies. By Mary Geisler Phillips. Illustrated by Anne Marie Jauss. Crowell, 1960. \$2.50. (10-14).

Young scientists will delight in the information and help provided in locating, identifying, collecting, and preserving these most fascinating of insects inhabiting the air. C

Grasshoppers and Crickets. By Dorothy Childs Hogner. Illustrated by Nils Hogner. Crowell, 1960. \$2.50. (10-14).

Informative and a spur to the imagination is this introduction to the world of nature. The author has the happy faculty of helping children see with new vision, and with understanding, the commonplace inhabitants of parks and glens, fields and gardens. C

Rays and Radiation. By Robert Scharff. Illustrated by Bob Eggers. Putnam, 1960. \$2.75. (9-12).

The mysteries of rays, where they come from, how they travel, who discovered them, are treated in this book. Young readers will be challenged as much by the potential for new discoveries as by the descriptions of already discovered rays and their powerful influence on life. C

Cousin's Treasure. Written and illustrated by Margot Austin. Dutton, 1960. \$2.75. (4-7).

The author of *Peter Churchmouse* has created an equally lovable character in Cousin, a small bear, who went treasure hunting and was fooled by false friends who almost profited by his innocence. There is humor and even a slight moral in the story and the pictures are enchanting.

"THE LITTLE PRINCE": A LEGACY

(Continued from page 514)

efficiency, punctuality, and the desire for achievement. Matters of consequence?

One reason why I find it difficult to categorize this little book of over 91 pages (the last two pages are left unnumbered for effect), is because it deals with the emotions rather than the intellect. Indeed, this is one of the messages it ticks out quietly to the reader; that even in this age of science, the poet sees far more than the analyst. The fox gives the Little Prince "a very simple secret: It is only with the heart that one can see rightly; what is essential is invisible to the eye." More heresy!

The book is beautifully and simply illustrated by the author. The illustrations do not merely supplement the reading, but rather they are an integral part of the story. Several times during the narrative the reader is referred to the drawings. For instance, on the first page the author reproduces a sketch of a boa-constrictor he made as a child. The snake has swallowed an elephant, but he has not digested it as yet. Naturally adults saw the drawing not as a digestive reptile, but as a hat. Need-

The Little Prince by Antoine de Saint-Exupéry. Translated from the French by Katherine Woods. Harcourt, Brace, c1943.

STUDIES OF CHILDREN'S INTEREST . . .

(Continued from page 545)

often mentioned. Despite this fact, a few time-honored occupations were in favor. For example, boys continued to have paper routes. But few boys mentioned caddying, running errands, delivering messages, tending lawns and caring for gardens, jobs which were cited more often in earlier studies.

A high percentage, both of boys and girls—82 per cent in grades 7 through 9—stated that they planned to go to college. More-

less to say he never showed his sketches to adults again.

The sketch on the last page consists of a star and a few delicate lines representing an horizon. It says visually what the author has already said in language.

The language in the English translation, done by Katherine Woods, is so poetic that it made this reader wish that he were better equipped to read the original French.

Perhaps what I have said about this book, and the quotes which I have used, only give strength to the argument that Saint-Exupéry has taken on too much in attempting to communicate such ideas to children. Whether he has, or has not, is not of prime importance to me. I thank him for making the attempt. More artists should have such faith in the capacities of young people. More writers should be ready to disturb the complacency of librarians like myself.

The Little Prince is an important part of the legacy which Antoine de Saint-Exupéry has left behind; a remembrance so strong and immediate that I cannot help but write of it in the present tense. Surely, this book lives today; so too does its author.

over, the fact that very high percentages of the parents of these pupils wanted their children to attend college suggests that college education for his children is a goal of the typical American parent today.

We have already indicated that some of the children's vocational choices represented largely illusory hopes. This finding suggests the need for guidance. Certainly it is clear that reading offers a helpful avenue in the cultivation of more suitable choices. It should be noted too that such strong interests may be employed advantageously in motivating instruction.

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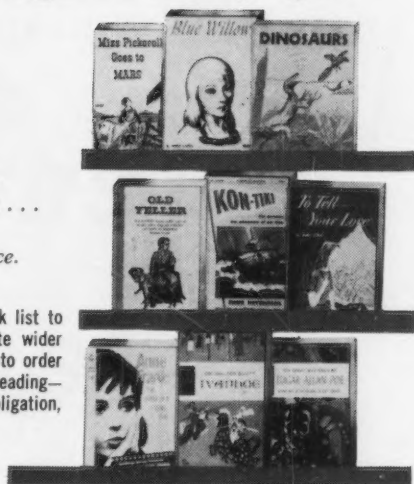
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I found the nest the hen came from.

It was a round nest in the hay.

It was just as big as the hen.

An egg was in it!

The egg was warm.

I think the hen had just put it there.

I took the egg to give it

to the farmer.*

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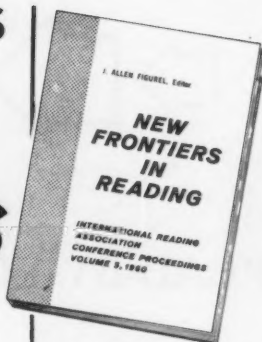
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PRELIMINARY PROGRAM

(NOTE: The following program is not complete and may contain inaccuracies. Names of several major speakers and other participants are not included. The reason is that copy for the NCTE October magazines is due August 1, before some details of the convention can be arranged. Complete programs will be given registrants at the convention, or they may be obtained shortly after November 1 from NCTE, 508 South Sixth Street, Champaign, Illinois.)

MONDAY, TUESDAY, WEDNESDAY, NOVEMBER 21, 22, 23

Meeting of the Executive Committee, 9:00 a.m.-10:00 p.m. Monday and Tuesday; 9:00 a.m.-5:00 p.m. Wednesday.

Meeting of three-day Pre-convention Workshop: Leadership Training Conference for Developing an Articulated English Program (primary-college), 9:00 a.m.-5:00 p.m. on Monday, Tuesday, and Wednesday. (Advance registration required.)

TUESDAY AND WEDNESDAY, NOVEMBER 22 AND 23

Meeting of two-day Pre-convention Workshops: Language Arts in the Elementary School, Structural Linguistics in Secondary Classrooms, The Methods Course in the Professional Preparation of Teachers of English, 9:00 a.m.-5:00 p.m. Tuesday and Wednesday. (Advance registration required. Write NCTE.)

WEDNESDAY, NOVEMBER 23

Meeting of the Commission on the Profession, 9:00 a.m.-5:00 p.m.

Meeting of the Commission on the English Curriculum, 9:00 a.m.-5:00 p.m.

"Cracker Barrel" session of the Board of Directors, 7:30 p.m.-9:30 p.m.

Leader: Alice F. Sturgis, author of the Parliamentary Code adopted by the NCTE

(All members of the Council are invited to attend as auditors.)

THURSDAY, NOVEMBER 24

Exhibit of Textbooks and Other Aids for Teaching (continues until Saturday noon)

Special Golden Anniversary Displays of The National Council of Teachers of English (continues until Saturday noon)

Registration, 8:00 a.m.-10:00 p.m. (Registration continues on Friday and Saturday)

Meeting of the Board of Directors, 9:00 a.m.-11:30 a.m.

(All members of the Council are invited to attend as auditors.)

Hourly Showings of "And No Bells Ring," experimental film on the classroom of the future produced by the National Association of Secondary School Principals, 10:00 a.m.-4:00 p.m.

Annual Business Meeting, 11:30 a.m.-1:00 p.m.

(All members of the Council are eligible to participate.)

Luncheon Meeting of CCCC Executive Committee, 1:00 p.m.-3:30 p.m.

Meetings of Committees of the Council

2:00 p.m.-4:00 p.m.

Open Meetings

(Members of the Council are invited to attend the following sessions to view Council committees in action.)

Committee on College English for the Technical Student
Committee on Comparative Literature
Committee on Current English Usage
Committee on English in the Small High School
Committee on Evaluation of Pupil Performance
Committee on the Intercultural Book List
Committee on Junior Memberships
Committee on Literary Maps
Committee on Literary Scholarship and the Teaching of English
Committee on Making Books Available to Children
Committee on Methods of Working with the Public
Committee on Preparation and Certification of Teachers of English
Committee on Publications of Affiliates
Committee on Reading and Study of Poetry
Committee on Recordings
Committee on Selection, Retention, and Advancement of College Teachers of English
Committee on Senior High School Book List
Committee on Student Publications
Committee on the Study of Television
Committee on Teaching English as a Second Language
Committee on Uses of Mass Media

Closed Meetings

(The following meetings are open only to members of each committee.)

Committee on Children's Literature—Old and New
Committee on College and Adult Reading Lists
Committee on Education of College Teachers
Committee on Educational Television

Committee on Elementary School Reading List
 Committee on English for the "General" Student
 Committee on English in Grades 7, 8, and 9
 Committee on English Programs for High School Students of Superior Ability
 Committee on Handbook for Local Committees
 Committee on High School-College Articulation
 Committee on International Cooperation
 Committee on Interpretive Arts in the Elementary School
 Committee on Junior High School Book List
 Committee on NCTE Affiliation Policy
 Committee on the Play List
 Committee on Relations with Publishers of Paperbound Books
 Committee on Research
 Committee to Review Curriculum Bulletins
 Committee on Teaching Writing in Grades 5 through 8
 Committee on Utilization of Teacher Time

Informal Get-Together of Elementary Section

4:00 p.m.-6:00 p.m.

Group discussion and consultant service on teaching problems.

Chairmen: Muriel Crosby, Wilmington Schools, Delaware, chairman, Elementary Section
 Elizabeth Guilfoile, Cincinnati Public Schools

Consultants: Marguerite Archer, Prospect Hill School, Pelham, New York—*Written Communication in the Middle Grades*
 Joan Carey, University of Florida—*Creative Writing in the Primary School*
 Thomas D. Horn, University of Texas—*Issues in Learning to Spell*
 Barbara Hartsig, Orange County State College, California—*Written Communication in the Middle Grades*
 Harry W. Sartain, Roseville Public Schools, Minnesota—*Individualized Reading*
 Ferne Shipley, Kent State University—*Literature for the Young Child*
 Carrie Stegall, Holliday Public Schools, Texas—*Creative Writing in the Middle Grades*
 Grace Waldron, Glen Rock Public Schools, New Jersey—*Fostering Readiness for Reading*

GENERAL SESSION, 8:00 p.m.

Civic Opera House

Presiding: Hardy Finch, Greenwich High School, Connecticut, Second Vice President of the Council

Invocation: Rabbi Bernard Martin, Chicago Sinai Congregation

Presentation of Perspectives on English to W. Wilbur Hatfield
by Carl Van Ness

Address: "What Thou Lov'st Well," Ruth G. Strickland, Indiana University, President of the Council

Address: "Literature, Life, and the Classroom," J. B. Priestley, British novelist, dramatist, critic

(A group of teachers of English from foreign countries will be attending the convention and will be scheduled to speak at several of the meetings. The teachers are students at colleges and universities in the United States. Their visit to the convention is being made possible through the cooperation of Dr. Thomas Cotner of the U. S. Office of Education.)

Reception: In the foyer of the Opera House immediately following the General Session.

FRIDAY MORNING, NOVEMBER 25

First Session—9:00 a.m. to 10:15 a.m.

THE PAST: FIFTY YEARS OF ACHIEVEMENT

I. THE ENGLISH CURRICULUM

Chairman: Dora V. Smith, University of Minnesota

Associate Chairman: Abram Pannitch, Sullivan High School, Chicago

Speakers: "Highlights of the Elementary Program," Helen K. Mackintosh, U. S. Office of Education

"A View of Secondary School Progress," Angela Broening, Baltimore Public Schools

"College and University English," John Gerber, State University of Iowa

II. WRITTEN COMPOSITION

Chairman: Carolyn Bagby, Ponca City High School, Oklahoma

Associate Chairman: Martha B. McKelroy, Memphis Public Schools, Tennessee

Speakers: "What Has Happened to Written Composition in the Elementary and Secondary School?" Joseph Mersand, Jamaica High School, New York

"What Are Colleges and Universities Doing?" Glenn Leggett, University of Washington, Chairman of CCCC

III. THE HUMANITIES

Chairman: Frederick Gwynn, Trinity College, Hartford

Associate Chairman: Nancy Usrey, Hickory Public Schools, North Carolina

Speakers: Emerson Shuck, Bowling Green State University

Claude Wilson, Garfield High School, Seattle

IV. LITERATURE

Chairman: Paul Farmer, Atlanta Schools, Georgia

Associate Chairman: Eleanor Baker, Harshfield High School, Coos Bay, Oregon

Speakers: "Literacy Out of Literature," Louise Markert, Seattle Public Schools

"High School Literature," Marion Sheridan, Hillhouse High School, New Haven

"Achievement in Literature in Colleges and Universities," Fred B. Millett, Wesleyan University

V. LINGUISTICS

Chairman: James Mason, Indiana State College

Associate Chairman: Jean Bartlett, Akron Public Schools, Ohio

Speakers: "Shall We Scrap Traditional Grammar?" W. Wilbur Hatfield, former Secretary-Treasurer, NCTE

"Linguistics Moves Ahead," C. C. Fries, University of Michigan

VI. READING

Chairman: Robert Bennett, Minneapolis Public Schools

Associate Chairman: Leonard Stilo, South Plainfield High School, New Jersey

Speaker: "What Have We Accomplished in Reading?—A Review of the Past Fifty Years," W. S. Gray, University of Chicago

Discussants: Jeannette Veatch, Penn State University

Constance McCullough, San Francisco State College

Dolores Durkin, Teachers College, Columbia University

William Iverson, Stanford University

Ralph Staiger, Mississippi Southern University
Henry Bamman, Sacramento State College

VII. LISTENING

Chairman: Donald Tuttle, Fenn College
Associate Chairman: Beryl P. Fenstermaker, Fenger High School, Chicago
Speakers: Harold Anderson, University of Chicago
Sam Duker, Brooklyn College

VIII. USAGE

Chairman: Margaret Bryant, Brooklyn College
Associate Chairman: Verna E. Mackie, Valley City State College, North Dakota
Speakers: Albert H. Marckwardt, University of Michigan
Frederick A. Cassidy, University of Wisconsin

IX. SPEAKING

Chairman: A. L. Knoblauch, Western Illinois State University
Associate Chairman: Mary E. Bennett, Cincinnati Schools
Speakers: "Speech in Perspective," Giles Wilkeson Gray, Louisiana State University
"Speech at Present," Harlen M. Adams, Chico State College, California
"English and Speech," Solomon Simonson, Yeshiva University, New York

X. OUR PROFESSION

Chairman: Brice Harris, Director, NCTE Commission on the Profession
Associate Chairman: Helen Olson, Seattle Public Schools
Speakers: "Implications of Media Research for the Profession of English Teaching,"
Leslie P. Greenhill, Pennsylvania State University
"The Rights and Responsibilities of the Classroom English Teacher," Lou
La Brant, Dillard University

XI. CRITICAL THINKING

Chairman: Mary Marjerrison, Helena High School, Montana
Associate Chairman: Daniel Albright, Niles Township High School, Skokie, Illinois
Speakers: "Language and Critical Thinking," Richard Worthen, Diablo Valley College,
California
"Teaching Critical Thinking," Edward Gordon, Yale University

XII. ANATOMY OF MASS MEDIA

Chairman: William D. Boutwell, Vice President, Scholastic Book Service
Associate Chairman: G. May Blackmore, Dallas Public Schools, Texas
Speakers: *Magazines*, Samuel Beckoff, High School of Music, New York
Television, Walter Emery, Michigan State University
Motion Pictures, Arthur Knight, motion picture editor, *The Saturday Review*
Publishing, Louis Adsheim, University of Chicago

XIII. ADVANCES IN TEACHING TECHNIQUES

Chairman: Edna Jones, Redondo Union High School, California
Associate Chairman: Ethel Hibbert, Fleischer Junior High School, Philadelphia
Speakers: Hilda Taba, San Francisco State College
Stanley B. Kegler, University of Minnesota

XIV. TEACHER EDUCATION AND THE TEACHER OF ENGLISH (Co-sponsored by NCTEPS and NCATE)

Chairman: Mary R. LeMay, Vice Chairman, National Commission on Teacher Education
and Professional Standards, N.E.A.

Associate Chairman: Zelda Reed, York Community High School, Elmhurst, Illinois

Speakers: "The Teacher of English and the New Horizons of NEA's TEPS Commission," David Darland, Assistant Secretary, National Commission on Teacher Education and Professional Standards (NEA)
"What Education to Teach English?" Leonard B. Beach, Vanderbilt University and member, National Council for Accreditation of Teacher Education

Second Session—10:30 a.m. to 11:45 a.m.

THE PRESENT: EVALUATING CURRENT PRACTICE

A. CURRICULUM BUILDING

Chairman: Lawrence Connolly, Champaign High School, Illinois

Associate Chairman: Gertrude Johnson, Agricultural and Technical College, Greensboro, North Carolina

Speakers: *Elementary*—Helen Bradley, Cameron School, Chicago
Junior High School—Bernard Weiss, Detroit Public Schools
Senior High School—Prudence Bostwick, San Fernando Valley State College

B. CHILDREN'S WRITING

Chairman: Mabel Rice, Whittier College, California

Speaker: Alvina Treut Burrows, New York University

Participants: Gaynelle Davis, Fort Hays State College, Kansas
Elizabeth Eaton, Wilmington Public Schools, Delaware
Sister Mary Teresita, S.V.M., Dubuque, Iowa

C. CHORAL SPEAKING

Chairman: Margaret Bryant, Brooklyn College

Speaker: Mary Gwen Owen, Macalester College

Participants: Mildred Patterson, Wilmington Public Schools, Delaware
Ceraldine Siks, University of Washington
Carrie Stegall, Holliday Public Schools, Texas

D. READING WITH A PURPOSE

Chairman:

Speaker and Demonstrator: Russell Stauffer, University of Delaware

Participants: Sister Mary Harrietta, Clarke College, Dubuque, Iowa
Ruth Tarbox, Field Enterprises, Chicago, Illinois
Esther Westendorf, Wantagh Public Schools, New York
Dorothy E. Cooke, The University of the State of New York, Albany, New York

E. TEACHING SPELLING, GRADES I—COLLEGE

Chairman: Viola E. Andrews, East High School, Erie, Pennsylvania

Associate Chairman: Sister Basil, Hoban-Dominican High School, Cleveland, Ohio

Speakers: "Ways to Improve Spelling in the Elementary Grades," Neville Bremer, Amarillo Public Schools, Texas
"Spelling Suggestions for High School Teachers," Harrison Bell, editor, Holt-Rinehart-Winston Company, New York
"Spelling in College," Falk S. Johnson, University of Illinois, Navy Pier, Chicago

F. GRAMMAR IN THE JUNIOR AND SENIOR HIGH SCHOOL

Chairman: Frank Rice, Central High School, Omaha, Nebraska

- Associate Chairman:* Gertrude Gerahty, Memphis Technical High School, Tennessee
Speakers: "Shall We Teach Grammar in Junior and Senior High School?" John Warriner, Garden City High School, New York
 "What Kind of Grammar Shall We Teach?" Henry Christ, Andrew Jackson High School, Queens, New York
 "How Can We Teach Grammar?" Samuel Wehr, Temple University
Discussants: Sarah C. Haller, Chanute Public Schools, Kansas
 Hazel Lingg, Topeka Public Schools, Kansas

G. THE HIGH SCHOOL PRINCIPAL AND THE ENGLISH PROGRAM (Co-sponsored by the National Association of Secondary School Principals, NEA)

- Chairman:* Eugene S. Thomas, Principal, Central High School, Kalamazoo, Michigan
Topic: "The Position Paper of the NASSP"
Speakers: Harold Metcalf, Bloomfield Township High School, Chicago Heights
 Homer Renfrow, Thornton High School, Harvey, Illinois

H. THE ADVANCED PLACEMENT PROGRAM IN THE TEACHING OF ENGLISH

- Chairman:* Josephine Zamow, Rapid City Public Schools, South Dakota
Associate Chairman: Alice Gill, Senn High School, Chicago
Speakers: "The Successful High School Program—What Can Be Done?" Robert Page, South High School, Denver
 "Evaluation of Advanced Placement," Robert Granville, Ann Arbor High School, Michigan
 "High School-College Articulation in Planning an Advanced Placement Program," Jane Tygard, Peabody High School, Pittsburgh, Pennsylvania
Discussants: Sarah I. Roody, Upper Nyack High School, New York
 Doris Bennett, Wilson High School, Tacoma, Washington

I. TEACHING POETRY IN THE JUNIOR AND SENIOR HIGH SCHOOL

- Chairman:* Evelyn Damon, John Burroughs School, St. Louis
Associate Chairman: Margaret Levin, Hyde Park High School, Chicago
Speaker: "Can Poetry Be Taught?" Mark A. Neville, Indiana State College
Discussants: Carl Wonnberger, Cranbrook School, Bloomfield Hills, Michigan
 Neal Cross, Colorado State College
 David A. Berter, York Community High School, Elmhurst, Illinois
 Francis Lovett, Hillsdale School, Cincinnati
 Virginia Belle Lowers, Los Angeles City Schools

J. USING TELEVISION IN THE ENGLISH CLASSROOM

- Chairman:* Louis Forsdale, Teachers College, Columbia University
Associate Chairman: Mrs. E. B. Nutter, Henrietta High School, Texas
Speakers: "Help from the Television Industry," Peter Cott, Academy of Television Arts and Sciences
 "Using Open Circuit Television," Elizabeth Almén, Station KDPS-TV, Des Moines Public Schools, Iowa
 "Television and Our Literary Traditions: How the Old and the New Can Reinforce Each Other," Patrick Hazard, University of Pennsylvania

K. DEVELOPING INTERNATIONAL COOPERATION THROUGH ENGLISH

- Chairman:* James Lyon, Community High School, Midlothian, Illinois
Associate Chairman: Lillian A. Rhoden, Roosevelt High School, Chicago
Speakers: "English for the World," R. C. Simonini, Jr., Longwood College
 "Teaching English on the Equator," Benjamin Hickok, Michigan State University
 "English Teaching in the Soviet Union: A Doctrinal Approach," Albert W. Vogel, Washington-Lee High School, Arlington, Virginia

"Books for Teaching International Cooperation in the English Class," Mary Elizabeth Fowler, Central Connecticut State College

Discussants: Jane Alexander Hughes, Albuquerque High School, New Mexico
Ruth Setterberg, Boston University

L. CURRENT PATTERNS OF RESEARCH IN TEACHING ENGLISH
(Co-sponsored by the American Educational Research Association
and the National Conference on Research in English)

Chairman: Margaret Early, Syracuse University

Associate Chairman: Mildred Hatcher, Murray State College, Kentucky

Speakers: "Evaluating and Using Research in the English Language Arts," David H. Russell, University of California

"Directions of Recent Research," Ingrid Strom, Indiana University

"Techniques and Design in Language Arts Research," Carlton Singleton, editor, World Book Company

M. TEACHING COLLEGE FRESHMAN COMPOSITION

Chairman: Robert Tuttle, General Motors Institute, Flint, Michigan

Associate Chairman: Karen E. Boe, Sioux Falls College, South Dakota

Speakers: Brother Anthony Frederick, St. Mary's University, San Antonio, Texas
Cary B. Graham, Butler University, Indianapolis

N. PROBLEM SOLVING THROUGH LITERATURE

Chairman: Francis Shoemaker, Teachers College, Columbia University

Associate Chairman: Mary Lee Roberts, West End High School, Nashville, Tennessee

Speaker: George Henry, University of Delaware

Discussants: Frank Wolfe, Newark High School, Delaware
John Simmons, University High School, University of Minnesota

O. USING SUPPLEMENTARY MATERIALS IN THE CLASSROOM

Chairman: Jarvis Bush, Wauwatosa High School, Wisconsin

Associate Chairman: Edna Martin, Nashville Schools, Tennessee

Speakers: *Recordings*—John T. Muri, Hammond Public Schools, Indiana
Films—Charles Benton, Encyclopaedia Britannica Films, Wilmette, Illinois
Periodicals—Isabel Kincheloe, James Madison School, Chicago

Discussants: Sister Mary Brian, Rosary College, River Forest, Illinois
William D. Herron, West Side High School, Newark, New Jersey

P. READING IN THE ELEMENTARY SCHOOL

Chairman: David Flight, Meramec School, Clayton, Missouri

Associate Chairman: Sara Christ, Columbus Schools, Ohio

Speakers: Guy Bond, University of Minnesota
Grace L. Waldron, Glen Rock Schools, New Jersey
Nellie Hood, Paterson State College, New Jersey

Q. READING IN THE JUNIOR HIGH SCHOOL

Chairman: Francis Williams, Indiana State College

Associate Chairman: Sophie A. Kloss, Mumford High School, Detroit

Speakers: "Developmental Reading for All: Pennsylvania's Program in Grades 7 and 8," Rosemary Green Wilson, Philadelphia Public Schools
"Remedial Work to be Done," Leonard W. Joll, Connecticut Department of Education
"The English Teacher as a Reading Teacher," Gwen Horseman, Detroit Schools

R. READING IN THE SECONDARY SCHOOL

- Chairman:* Mary Miller, Danville High School, Illinois
Associate Chairman: Kenneth C. Bidle, York Community High School, Elmhurst, Illinois
Speakers: "Building an Effective Program," Helen Stiles, Gouverneur High School, New York
"Reading for Superior Students," William Fidone, Bronxville High School, N. Y.
"Reading for the Slow Learners," Edwin Moses, Hicksville High School, New York
Discussants: Mildred Wheatcraft, Steubenville High School, Ohio
Bonnie Owens, Senior High School, Grand Island, Nebraska
Alice Baum, Austin High School, Chicago

S. TEACHING ENGLISH TO THE DELINQUENT

- Chairman:* Georgia Clifton, Henderson State College, Arkadelphia, Arkansas
Associate Chairman: Geneva Hanna, University of Texas
Speakers: Elizabeth Berry, Junior College of Kansas City
Vincent Leonard, Polytechnic High School, San Francisco

T. WHAT SUPERVISION DOES FOR THE TEACHER OF LANGUAGE ARTS

- Chairman:* Miriam B Booth, Erie, Pennsylvania
Associate Chairman: Richard A. Meade, University of Virginia
Speakers: "Leaves from a State Supervisor's Notebook," Robert B. Carruthers, New York State Education Department
"Supervision in a City School System," Sue M. Brett, Public Schools of the District of Columbia
"Experiences of a Provincial Supervisor," C. Wayne Hall, Macdonald College of McGill University
Discussants: Carolyn Bagby, Ponca City Senior High School, Oklahoma
John Maxwell, Racine Public Schools, Wisconsin
Irvin C. Poley, Friends' Program for Teacher Training, Philadelphia

U. SCHOOL PUBLICATIONS

- Chairman:* Sister M. Judine, St. Mary High School, Akron, Ohio
Associate Chairman: Mrs. Carl Chaney, Nashville Schools, Tennessee
Speakers: *School Newspapers*—Warren Hazzard, Garfield High School, Seattle
School Magazines—Ruth Mooradkian, North Andover High School, Massachusetts
Yearbooks—Lenora M. Weber, Western Hills High School, Cincinnati

V. THE JUNIOR NOVEL

- Chairman:* Morris Goldberger, editor, Teen Age Book Club
Associate Chairman: Alice N. Bergstrom, Hamburg High School, New York
Speaker: Dwight L. Burton, Florida State University
Discussion and Comment: Grace Maertins, University of California

W. HOW EFFECTIVE ARE CURRENT PROGRAMS FOR THE ACADEMICALLY TALENTED AND GIFTED?

- Chairman:* Arno Jewett, U. S. Office of Education, Washington, D. C.
Associate Chairman: Bernice G. Cohen, Hyde Park High School, Chicago
Speakers: "Accomplishments of the Portland Program for the Gifted in High School English," Marian Zollinger, Portland Public Schools, Oregon
"Results of the San Diego Program for Superior and Gifted Students in English," Mildred Rock, San Diego City Schools
"Advanced Placement Programs for the Gifted in English," Edwin H. Sauer, Harvard University

X. TEACHING SHAKESPEARE

Chairman: Louis Marder, Kent State University

Associate Chairman: David L. Stevenson, Western Reserve University

Speakers: "Teaching Shakespeare—Past and Present," Louis Marder, Kent State University
"Aims and Practices in Teaching Shakespeare," Louis A. Haselmayer, Iowa Wesleyan College
"In the Teaching of Shakespeare Avoid Avoidance," Hardin Craig, University of Missouri

Y. TECHNIQUES OF TEACHING

Chairman: Lorena E. Kemp, West Virginia State College

Associate Chairman: Brother Daniel E. Sharpe, Don Bosco High School, Milwaukee

Speakers: "How I Teach *The Return of the Native*," Charles Hohner, Cooley High School, Detroit
"How I Teach Students to Write Effectively," Charles Brasher, High School, Basking Ridge, New Jersey

Z. UNIT TEACHING IN JUNIOR AND SENIOR HIGH SCHOOL

Chairman: Lawrence M. Kasdon, Department of Public Instruction, Honolulu

Associate Chairman: Marguerite Turner, Dunbar High School, Dayton, Ohio

Speakers: "Teaching a Unit with Paperback Books," Jean Wilson, Oakland Public Schools, California
"Unit: An Experience with Ideas," Anthony Tovatt, Burris High School, Muncie, Indiana
"A Flexible Unit for Secondary Schools," William DeWitt, Cleveland Junior High School, Detroit

AA. THE STUDY OF THE NOVEL IN SECONDARY SCHOOL

Chairman: E. C. Ehrensperger, University of South Dakota

Associate Chairman: William Hurley, Jr., Senn High School, Chicago

Speakers: Robert Hogan, University of California
Kellogg W. Hunt, Florida State University

Discussants: Mary Hopkins, Topeka High School, Kansas
Ruth Herin, Broad Ripple High School, Indianapolis
John Ragle, Springfield High School, Vermont
Don Keister, University of Akron

BB. LITERARY SCHOLARSHIP

(Planned in cooperation with the Modern Language Association of America, College English Association, and the American Studies Association)

Chairman: Lennox Gray, Teachers College, Columbia University

Associate Chairman: Charles F. Webb, University of Tennessee

Topic: "Developments in American Literature"

Speakers: Barry Marks, Brown University, Providence, Rhode Island
Theodore Hornberger, University of Pennsylvania
Harrison Hayford, Northwestern University

CC. WORLD LITERATURE

Chairman: Joseph S. Marshall, University of South Dakota

Speakers: Horst Frenz, Indiana University
Charlton Laird, University of Nevada

Discussants: William Jacob, Indiana State College
Kenneth Oliver, Occidental College
King Hendricks, Utah State Agricultural College
Mary Gaither, Indiana University

DD. SCHOLARSHIP IN LINGUISTICS

- Chairman:* Harold Allen, University of Minnesota
Associate Chairman: Annetta B. Wonnberger, Wayne State University
Speakers: Archibald Hill, University of Texas
James Sledd, Northwestern University
Discussants: Helen Brennan, University of Illinois
Allan H. Orrick, Rutgers University

EE. TEACHING ENGLISH TO THE SLOW STUDENT

- Chairman:* Le Rue Lyon, Minden High School, Louisiana
Associate Chairman: Margaret Dietrick, Westfield High School, New Jersey
Speakers: Joseph Dery, Northeastern High School, Detroit
Rose Kelleher, Burroughs Junior High School, Detroit
Discussants: Ruth Scougale, High School, Everett, Washington
Dorothy Whitted, Delaware Public Schools, Ohio
Ferne Shipley, Kent State University

FF. APPLYING LINGUISTICS TO READING INSTRUCTION

- Chairman:* Carl Lefevre, Chicago Teachers College
Associate Chairman: Russell Cosper, Purdue University
Speakers: Clare G. Stratemeyer, Montgomery County Public Schools, Rockville, Maryland
Margaret Shannon, Massachusetts State Teachers College, Lowell

GG. TEACHING COMMUNICATION

- Chairman:* Mary Weimer, Indiana Technical College
Associate Chairman: Iline Carlton, Washington Senior High School, Sioux Falls, South Dakota
Speakers: *In the elementary school*—Robert Thurman, Kansas State Teachers College
In high school—Patricia Carter, Jacksonville Beach School, Florida
In college—Daniel Bryan, University of Minnesota

HH. TEACHING LIBRARY AND RESEARCH SKILLS

- Chairman:* Ellendore Lampton, Proviso East High School, Maywood, Illinois
Associate Chairman: Anna Grace Smith, Senior High School, Sharon, Pennsylvania
Speakers: "The Librarian and the English Teacher," Margaret Moss, Madison Public Schools, Wisconsin
"The Research Paper—Yes" Howard Carlisle, Rosborough High School, Philadelphia
"The Research Paper—No!" Christopher Adams, Darien High School, Connecticut
Discussion and Comment: Charles Roberts, University of Illinois

II. DEVELOPING INTEREST IN READING—HOW TO GET HELP

- Chairman:* Anthony J. Amato, Temple University, Philadelphia
Associate Chairman: Ruth E. Everett, Erasmus Hall High School, Brooklyn
Speakers: *From the school*—Marguerite P. Archer, Prospect Hill School, Pelham, New York
From the home—Rachel Graves Bodoh, Hibbing Public Schools, Minnesota
From the publishers—Joanna Foster, Executive Secretary, Children's Book Council
Discussants: Levin B. Hanigan, Arlington Schools, Virginia
Donald Merryman, Hampton Elementary School, Lutherville, Maryland
Louise Hovde Mortenson, contributing editor, *Elementary English*

JJ. GUIDANCE AND THE ENGLISH TEACHER

Chairman: Julia Neal, State Teachers College, Florence, Alabama

Associate Chairman: Arnold C. Barry, Reedsburg Schools, Wisconsin

Speakers: "Guidance for Students through Reading," Nathan A. Miller, North Miami Senior High School, Miami
"The Teacher of English as Counselor," Leon C. Hood, Paterson State College, New Jersey

KK. EVALUATION IN THE TEACHING OF ENGLISH

Chairman: Elizabeth B. Stambolian, Madison High School, New Jersey

Associate Chairman: Marion A. Fremlin, Central High School, La Crosse, Wisconsin

Speakers: "Do Tests Do What They Claim to Do?" Eleanor McKey, Marblehead Schools, Massachusetts
"What Is a Fair Test?" Jean McColley, Kansas State College, Pittsburg
"Can We Evaluate Compositions?" T. A. Koclanes, East Leyden High School, Franklin Park, Illinois

LL. PAPERBACKS IN THE SCHOOL

Chairman: Donald Carline, Kansas State Teachers College, Emporia

Associate Chairman: Robert Bailing, Parnassus Junior High School, New Kensington, Pennsylvania

Speakers: *College Level*—Lawrence J. Levy, Defiance College
High School—Robert Beauchamp, Wayne State University
Elementary—Jeannette Veatch, Pennsylvania State University

MM. SPEECH AND DRAMATICS IN THE JUNIOR AND SENIOR HIGH SCHOOL

Chairman: Kathryn Hearn, Delaware Schools, Ohio

Associate Chairman: Ramona Wigley, Woodlawn Senior High School, Shreveport, Louisiana

Speakers: "Group Discussions," Harold Huseby, Shoreline High School, Seattle
"Dramatics in the Classroom," Stella Price, South Hills High School, Pittsburgh
"Teaching Dramatic Literature," Donald Walstrum, University High School, Bloomington, Indiana
"A Final Examination in Speech," Sister Rose Alexis, Elizabeth Seton High School, Pittsburgh

NN. WRITTEN COMPOSITION IN THE JUNIOR AND SENIOR HIGH SCHOOL

Chairman: Alfred Grommon, Stanford University

Associate Chairman: Rev. Richard J. Stapleton, St. Francis Minor Seminary, Milwaukee

Speakers: "What Is Good Teaching of Written Composition?" Helen F. Olson, Seattle Public Schools
"What Teaching Conditions Are Essential?" Lois Grose, Pittsburgh Public Schools
"What Is the Solution to the Problem?" Albert R. Kitzhaber, Dartmouth College

OO. CENSORSHIP AND THE TEACHING OF CONTROVERSIAL LITERATURE

Chairman: Max Bogart, New York University

Associate Chairman: Thomas Bannan, High School, Watchung Hills, New Jersey

Speakers: Frank G. Jennings, contributing editor, *The Saturday Review*
Charles J. Calitri, High School, Marrick, Long Island, author

PP. THE IMPACT OF CULTURE UPON THE LANGUAGE ARTS PROGRAM

Chairman: Nick Aaron Ford, Morgan State Teachers College, Baltimore

Speaker: William E. Vickery, Director, Commission on Educational Organization, National Conference of Christians and Jews

Participants: Sister Mary Richardine, Associate Secretary, The National Catholic Educational Association, Washington, D. C.
John J. DeBoer, University of Illinois
Helen S. Grayum, Seward School, Seattle, Washington
Charlemae Rollins, Children's Librarian, Hall Branch, Chicago Public Library

QQ. CCCC MEETING: DISCUSSION OF FUTURE DIRECTIONS

Co-Chairmen: Glenn Leggett, University of Washington, and Robert Gorrell, University of Nevada
(Participants will be organized in small groups for the purpose of discussing the report of the CCCC Committee on Future Directions.)

RR. THE MAKING OF A FILM EXCERPT FOR THE ENGLISH CLASSROOM

Chairman: Marion Sheridan, James Hillhouse High School, New Haven
Associate Chairman: Grace Lindahl, Senn High School, Chicago
Speaker: John Braslin, Teaching Film Custodians, New York City (with specially prepared films and pictures)

FRIDAY NOON, NOVEMBER 25

Luncheon Sessions—12:15 p.m.

1. *Books for Children:* A luncheon for librarians and teachers in elementary and secondary schools. Authors of children's books will be guests.
Presiding: Helen K. Mackintosh, United States Office of Education
Speaker: "Fifty Years of Children's Books," Dora V. Smith, University of Minnesota
Interviews with authors: Conducted by Ruth Tooze
2. *Poetry Luncheon:* Co-sponsored by Secondary Section and the NCTE Committee on the Reading and Study of Poetry
Presiding: Roger Hyndman, Los Angeles Public Schools
Speakers: "Heart's Needle: Readings and Comments," W. D. Snodgrass, 1960 Pulitzer Prize poet
"The Contribution of Poetry Magazine," John Frederick Nims, acting editor, Poetry
3. *Conference on College Composition and Communication:*
Presiding: Glenn Leggett, University of Washington, Chairman of CCCC
Speaker: "The Teaching and Testing of English," Edward Noyes, Acting President, College Entrance Examination Board
4. *Journalism Luncheon:* Co-sponsored by Columbia Scholastic Press Advisers Association and North Shore chapter, Theta Sigma Phi
Presiding: Robert Boyle, New Trier Township High School, Winnetka, Illinois
Speakers: Ruth Dunbar, education editor, Chicago *Sun-Times*
Ann Emory, Theta Sigma Phi

FRIDAY AFTERNOON, NOVEMBER 25

Third Session—3:00 p.m. to 4:30 p.m.

THE FUTURE: CONSIDERING INTERESTING TRENDS

1. TEXTBOOKS OF THE FUTURE

Chairman: Robert Shafer, Wayne State University
Associate Chairman: Harriet Campbell, Melbourne High School, Florida
Speaker: James Reid, editor-in-chief, Harcourt, Brace and Company
Discussants: Ross Claiborne, educational director, Dell Books
Harry Walen, editor, Ginn and Company
Thomas G. Moore, Ferguson High School, Missouri

2. INTERPRETING THE TEACHING OF ENGLISH TO THE PUBLIC

(Co-sponsored by the National School Boards Association
and the National Congress of Parents and Teachers)

Chairman: Oscar M. Haugh, University of Kansas

Associate Chairman: Bernice Freeman, Troop County Schools, LaGrange, Georgia

Speakers: "As the School Board Member Sees It," Dean E. T. McSwain, Northwestern University

"As the Parent Sees It," Elizabeth S. Margulis, Vice President, National Congress of Parents and Teachers, Region VIII, Santa Fe, New Mexico

"As the Teacher of English Sees It," Jerome Kovalcik, Director, Information Service, New York City Schools

Discussants: Dorothy Dakin, Washington State University

Thomas D. Jarrett, Atlanta University

Mary E. Ohm, Woodrow Wilson Junior High School, Terre Haute, Indiana

Robert C. Pooley, University of Wisconsin

Margarete Teer, Louisiana State University

3. TEACHING MACHINES

Chairman: John O. Fritz, Audio-Visual Center, University of Chicago

Associate Chairman: Walter Appleton, Osborn High School, Detroit

Speakers: Philip Lewis, Director, Bureau of Instructional Materials, Chicago

Aldo Bonura, Wayne State University (demonstration with filmstrips and recordings)

4. QUALIFYING EXAMINATIONS FOR FUTURE SECONDARY SCHOOL TEACHERS OF ENGLISH

Chairman: Richard Braddock, State University of Iowa

Associate Chairman: Howard O. Brogan, Bowling Green State University

Speakers: "When, Where, and by Whom?" James Work, Indiana University

"What Language?" Albert H. Marckwardt, University of Michigan

"What Literature?" Ernest W. Gray, University of Toledo

5. REDUCING CLASS SIZE IN ENGLISH

Chairman: Ruth Stroud, University High School, Illinois State Normal University

Associate Chairman: Margaret Alexander, Central High School, Akron, Ohio

Speakers: Shirley Malcolm, Sunset High School, Beaverton, Oregon

R. S. Peterson, New Trier Township High School, Winnetka, Illinois, assisted by David McKendall, C. Boyd Guest, and William Gregory, also of New Trier Township High School

6. TEACHING ENGLISH AS A SECOND LANGUAGE

Chairman: Ruth Golden, Central High School, Detroit

Speakers: Jane Kluckhohn, University of New Mexico

William Slager, University of Utah

7. NEW DIRECTIONS IN TEACHING GRAMMAR

Chairman: William Grammar, Pittsford Central Schools, New York

Associate Chairman: Marvin Greene, Ford Junior High School, Detroit

Speakers: Thomas Wetmore, Ball State College

John Hunter, Central Connecticut State College

8. A REPORT FROM THE COMMISSION ON ENGLISH OF THE COLLEGE ENTRANCE EXAMINATION BOARD

Chairman: Karl W. Dykema, Youngstown University

Associate Chairman: Maurice Allgyer, Columbus Schools, Ohio

Speakers: Harold Martin, Harvard University, Chairman of the Commission
Floyd Rinker, Executive Director of the Commission

9. THE FUTURE OF THE HUMANITIES IN THE SECONDARY SCHOOLS

Chairman: Milacent C. Ocvirk, Ithaca Schools, New York

Associate Chairman: Mildred Foster, Shortridge High School, Indianapolis

Speakers: "Our Role in Creating the Future," Henry C. Meckel, San Jose State College
"Comparative Literature for High School Students," Sallie M. Gruwell, Central
High School, Tulsa
"Humanities in Action," Sarah M. Bush, Wheaton Schools, Illinois

Discussants: Harold G. Sliker, Rochester Schools, New York
Mary Ellen Bridges, Central High School, Tulsa
Moita Dorsey Davis, Daniel Webster High School, Tulsa
B. L. Kinkade, Northeastern State College, Tahlequah, Oklahoma
John Murphy, University of Oklahoma

10. WHAT RESEARCH TELLS US ABOUT TEACHING ENGLISH (Co-sponsored by the National Conference on Research in English)

Chairman: Agnella Gunn, Boston University

Associate Chairman: Muriel V. Ryall, New Albany Schools, Indiana

Speakers: "Written Composition," Thomas Horn, University of Texas
"Listening," Donald Bird, Stephens College
"Reading and Literature," Elizabeth O'Daly, New York City Public Schools

11. THE SHIFT TO AN ORAL CULTURE—WHAT IT MAY MEAN

Chairman: June Lingo, Muscatine High School, Iowa

Associate Chairman: Ellen Burkhart, Benton Schools, Illinois

Speaker: Rev. Walter Ong, S. J., St. Louis University

Discussants: William C. Forrest, LeMoine College, Syracuse
John U. Nef, University of Chicago
Fred H. Marcus, Los Angeles State College
Edmund J. Farrell, University of California

12. CREATIVE DRAMATICS FOR CHILDREN

Chairman: Mabel Henry, Wilmington High School, Delaware

Speaker: Winifred Ward, Northwestern University

Children's Demonstration: Jane Thurman, Evanston Public Schools, Illinois

13. A NEW PROPOSAL: THE RUTGERS PLAN OF TEACHING ENGLISH

Chairman: Carroll Smith, A. B. Davis High School, Mt. Vernon, New York

Associate Chairman: Frieda E. Roberts, George Washington High School, Chicago

Speaker: Paul B. Diederich, Educational Testing Service, Princeton, New Jersey

Discussants: Laura Byers, Decatur Schools, Georgia
Emma Rogers, El Dorado High School, Arkansas
William Bedell, Redford High School, Detroit
Marjorie Brunner, Washington High School, Cedar Rapids
Elizabeth S. White, Dade County Schools, Miami

14. TRENDS IN PROGRAMMING IN HIGH SCHOOL AND COLLEGE

Chairman: Thomas Pollock, New York University

Associate Chairman: Eva Marie Van Houton, Mumford High School, Detroit

Speakers: "Block Grouping in High School," Robert Shostak, Bronxville High School,
New York
"Team Teaching of College Freshman Composition," Edwin Peterson, University
of Pittsburgh (with demonstration)

Discussants: Helen Burr, South Side High School, Fort Wayne, Indiana
 Maurine Self, Jacksonville High School, Illinois
 Elizabeth Barton, Clanton Schools, Alabama
 Alice Grant, Frankfort Community High School, West Frankfort, Illinois
 Griffith T. Pugh, Florida State University

15. IMAGES OF THE FUTURE—AND NO BELLS RING

Chairman: Edgar Logan, Denby High School, Detroit
Associate Chairman: Margaret C. Farrar, Senior High School, University City, Missouri
Speaker: "English Teaching in the Future," J. Lloyd Trump, Associate Secretary, National Association of Secondary School Principals (with a discussion of the ideas presented in the film, "And No Bells Ring." The film will be shown hourly on Thursday)
Discussants: J. Walter Gillis, Consolidated High School, Barrington, Illinois
 James Lynch, University of California
 John F. Erzinger, Senn High School, Chicago
 O. W. Renfrow, Thornton High School, Harvey, Illinois
 Roy C. Turnbaugh, J. Sterling Morton High School, Berwyn, Illinois

16. BUILDING FUTURE NCTE MEMBERSHIP THROUGH AFFILIATES

Chairman: Robert G. Vermillion, President, NCTE Junior Affiliate, Wisconsin State College, River Falls
Co-Chairman: Francis Chisholm, Faculty Sponsor, Wisconsin State College Affiliate
Panel: Mary Suennen, Dawn Bergstrom, Alan Case, and Mary Ziegweid of the Wisconsin State College Affiliate

17. THE CONTENT OF THE FRESHMAN ANTHOLOGY.

Chairman: Robert Hunting, Purdue University
Speakers: Frederick Reeve, Michigan State University
 Robert Daniel, University of Tennessee
 Edgar Whan, Ohio University
 Harris Wilson, University of Illinois

18. ARTICULATION OF HIGH SCHOOL AND COLLEGE ENGLISH IN THE FUTURE

Chairman: Maurice L. Rider, State Teachers College, Indiana, Pennsylvania
Associate Chairman: Thelma Plant, Albany High School, Georgia
Speakers: "What the High School Can Do," James Haman, Georgia Institute of Technology
 "What the College Can Do," Richard Lander, Shoreline High School, Seattle
Discussants: Arno Jewett, U. S. Office of Education
 Richard A. Meade, University of Virginia
 Loretta Scheerer, Redondo Union High School, Redondo Beach, California

19. TRENDS IN TESTING

Chairman: Osmond E. Palmer, Michigan State University
Associate Chairman: Clarence Hach, Evanston Township High School
Speakers: "Sense or Nonsense: the Objective Testing of English Composition," Orville Palmer, Educational Testing Service, Princeton, New Jersey
 "The Philosophy of the American College Testing Program," E. F. Lindquist, State University of Iowa
 "The Essay: Substance or Shadow?" Fred H. Stocking, Williams College, chief reader, Advanced Placement Test in English

20. AUDIO-VISUAL AIDS FOR TODAY AND TOMORROW

Chairman: Robert Thurston, Leyden High School, Franklin Park, Illinois
Associate Chairman: Helen Lindahl, Senn High School, Chicago

- Speakers:* *Recordings*—William A. Jenkins, Wisconsin State College, Milwaukee
Display Materials—Seward S. Craig, Thomas Carr Howe High School, Indianapolis
Films and Creative Writing—Arthur Weisbach, Scarsdale High School, New York
Discussants: John McIntyre, Florida State Department of Education
 James P. Fitzwater, Chicago Public Schools

21. MODERN WRITING

- Chairman:* George Stout, Washington University, University City, Missouri
Associate Chairman: Perry Birnbaum, Jamaica High School, New York
Speakers: *Modern Drama*—Morris Freedman, University of New Mexico
Modern Novel—William Van O'Connor, University of Minnesota, and Philip Young, Pennsylvania State University

22. POETRY STUDY

- Chairman:* Lewis C. Smith, Jr., St. Cloud State College, Minnesota
Associate Chairman: Alta Farr, Hyde Park High School, Chicago
Speakers: Wallace Douglas, Northwestern University
 Glauco Cambon, University of Michigan

23. COLLEGE FRESHMAN COMPOSITION: ITS FUTURE

- Chairman:* T. A. Barnhart, St. Cloud State College, Minnesota
Speakers: "Shall We Abolish It?" William Steinhoff, University of Michigan
 "How Can We Improve It?" Gordon Wilson, Miami University, Ohio

24. LITERATURE IN A CHANGING WORLD

- Chairman:* Francis E. Bowman, Duke University
Speakers: W. P. Albrecht, University of Kansas
 George Smock, Indiana State College
Discussants: Meta Riley Emberger, University of Louisville
 W. Arthur Turner, Oberlin College

25. READING IN THE ATOMIC AGE

(Co-sponsored by the International Reading Association)

- Chairman:* Guy A. Bond, University of Minnesota
Associate Chairman: Ralph Klein, University of Denver
Speakers: "What Influences Are Affecting Reading Instruction in the Atomic Age?" John J. DeBoer, University of Illinois
 "How Are Atomic Age Influences Changing Classroom Procedures in Reading?" Nila Blanton Smith, New York University
Discussants: Arthur S. McDonald, Marquette University
 Elizabeth Simpson, Illinois Institute of Technology

26. NEW TEACHING METHODS IN THE LANGUAGE ARTS

- Chairman:* Oather E. Raynes, N. R. Crozier Technical High School, Dallas
Associate Chairman: Virtue Jane Sanford, Minneapolis Public Schools
Speakers: John R. Searles, University of Wisconsin
 Royal Morsey, Ball State College

27. THE SCHOOL LIBRARY OF THE FUTURE

- Chairman:* Leah Coyne, Senior High School, Salina, Kansas
Associate Chairman: Florence Cook, Shabbona High School, Illinois
Speaker: Eleanor Ahlers, American Association of School Libraries
Discussants: Margaret Banks, Evergreen Park Community High School, Illinois
 Jean Nelson, Hinsdale Township High School, Illinois
 Helen Atkinson, Division of Libraries, Chicago
 Ruby Martz, West Elementary School, Glencoe, Illinois
 Irene Sebold, Dever Elementary School, Chicago
 Irene Moerer, Grand Island Schools, Nebraska

28. DEVELOPING CREATIVITY IN THE ENGLISH CLASSROOM

- Chairman:* Pansye Powell, Abington High School, Pennsylvania
Associate Chairman: Imogene McIntyre, Pennsylvania State University
Speakers: *Elementary School*—Marcia Rowell, Alger School, Grand Rapids
Secondary School—Louise Rosenblatt, New York University
College—Dorothy Sonke, Grand Rapids Junior College
A Dissent—Samuel Withers, Associate Director, Council on Basic Education

29. THE CORE PROGRAM IN THE JUNIOR HIGH SCHOOL

- Chairman:* Anna Brochick, University High School, Morgantown, West Virginia
Associate Chairman: Edith Bayerlein, Mishawaka Schools, Indiana
Speakers: "Why Use Core?" Gertrude Noar, National Director of Education, Anti-Defamation League
"Does It Work?" Fay Greiffenberg, Stewart Junior High School, Tacoma, Washington
"What Is Its Future?" George Hudock, Hutchins Junior High School, Detroit

30. HELPING THE NEW ENGLISH TEACHER

- Chairman:* Mary J. Tingle, University of Georgia
Associate Chairman: Vaughn Hoogasian, Mumford High School, Detroit
Speaker: "Ways to Help the New Teacher," Myrtle Gustafson, University of Hawaii
Discussants: Iwilda Freshman, Oakland Public Schools, California
Paul Graves, Washington Senior High School, Sioux Falls, South Dakota
Evelyn Baird, Avis, Pennsylvania

31. PROJECTS AND PAPERBACKS

- Chairman:* Alfred Knopf, Jr., Vice President, Atheneum Publishers
Associate Chairman: Ken Sohmer, Bald Eagle-Nittany Area Joint School, Mill Hall, Pennsylvania
Speakers: "The Paperback Book Store," Austin Fox, Nichols School, Buffalo
"The Committee on Paperbacks of the Pennsylvania Council of Teachers of English," Isabel Kerner, Edgewood High School, Pittsburgh
"The NCTE College Survey on Paperbacks," M. Jerry Weiss, Pennsylvania State University

32. THE CURRICULUM AHEAD

- Chairman:* Donald R. Ferris, San Jose State College
Associate Chairman: Rodney Sheratsky, Hanover Park High School, New Jersey
Speakers: *Elementary*—Eleanor Crouch, Carmel Schools, California
Secondary—Jerry Reed, Denver Public Schools
College—Warner G. Rice, University of Michigan
Discussants: Betty Yarborough, Norfolk County Schools, Virginia
Dorothy Dakin, Washington State University
Catherine Fink, Milwaukee Public Schools
Gerhard Friedrich, Cedar Crest College

33. THE DICTIONARY

- Chairman:* Howard Battles, Harcourt, Brace and Company
Associate Chairman: Adelaide Cunningham, Forest Park High School, Georgia
Speakers: T. H. Barnhart, editor, Thorndike-Barnhart dictionaries
Edward Artin, associate editor, Merriam-Webster dictionaries
Harry Warfel, University of Florida
Discussants: Russell Thomas, North Michigan State College
John N. Winburne, Michigan State College
Ruth Bozell, Indianapolis Schools

34. THE USE OF LAY READERS IN CORRECTING COMPOSITIONS

- Chairman:* Clarence Wachner, Detroit Public Schools
Associate Chairman: Anna Monhaut, Mishawaka Schools, Indiana

- Speakers:* "Selecting and Training the Readers," Edith Rideout, High School, Newton, Massachusetts
 "The Readers Report," Virginia Burke, University of Wisconsin, Milwaukee
 "The English Teachers Report," William H. O'Connor, Concord High School, Massachusetts

35. CRITICAL THINKING

- Chairman:* Earl Davis, Kansas State University
Speakers: "Critical Thinking and Creativity," William West, Newton High School, Massachusetts
 "Literature and the Whole Man," Jerome Archer, Marquette University

36. INDICATIONS OF FUTURE CULTURAL INTEREST

- Chairman:* Thelma McAndless, Eastern Michigan State University
Associate Chairman: Helen Carney, Terre Haute Schools, Indiana
Speakers: "The American Shakespeare Festival Theater Program for Students," Gordon Rust, Director of National Development, American Shakespeare Festival Theater
 "The New York City Theater Project for Students," Paula Silberstein, Bureau of Audio-Visual Instruction, New York City
Reports from other communities:
 Frank Ross, Cadillac High School, Detroit

37. SPEECH FOR THE FUTURE

(Co-sponsored by the Speech Association of America)

- Chairman:*
Speakers: "Rationale of the Speech Program," Karl R. Wallace, Head, Department of Speech, University of Illinois, and Donald Bryant, Department of Speech, State University of Iowa

Discussants:

38. HOW TO USE THE CCENS REPORT*

- Chairman:* Brice Harris, Pennsylvania State University
Speakers: "The Gist of the Report," Edward Foster, Georgia Institute of Technology, and Warner G. Rice, University of Michigan
 "The Administrator's View," W. J. McGlothlin, Vice President, University of Louisville
 "How to Use the Report," Eugene F. Grewe, University of Detroit, discussion leader

39. STUDYING THE ENGLISH LANGUAGE

- Chairman:* Howard Vander Beek, Iowa State College, Cedar Falls
Associate Chairman: Sister Mary Leonard, C.S.F.N., Cleveland
Speakers: Gladys Mansir, Staples High School, Westport, Connecticut
 Marguerite Blough, East High School, Waterloo, Iowa
 Robert Correll, University of Nevada

FRIDAY EVENING, NOVEMBER 25

Annual Banquet, 7:00 p.m.

- Presiding:* J. N. Hook, University of Illinois
Invocation: Jerald C. Brauer, Dean, Divinity School, University of Chicago
Address: "A Satirist at Work," Richard Armour, poet, humorist
Address: "The Pleasures of Reading Fiction," Sean O'Faolain, short story writer, essayist (Immediately following the Banquet, the Committee on Cooperation with Teaching Films Custodians, Inc. will present film excerpts: Excerpt from Laurence Olivier-J. Arthur Rank's *Henry V*, "Shakespeare's Theater," and another excerpt)

*"College English for Non-Major Students," *College English*, XX, May, 1959, 387-410, 419

SATURDAY MORNING, NOVEMBER 26

PRR-Affiliate Breakfast

7:30 a.m. to 9:30 a.m.

(For all NCTE Public Relations Representatives and officers and members of NCTE Affiliates)

Special Notice: During the breakfast, a member of NCTE's Commission on the Profession or an officer of the Council will be seated at each table to lead a discussion of problems significant to the profession. All tables will be speakers' tables. Council members attending this breakfast are asked to notify NCTE so that they may be sent a packet of special materials to prepare them for the discussion.

Presiding: James R. Squire, Executive Secretary of the NCTE.

SECTION MEETINGS

9:30 a.m. to 11:45 a.m.

Elementary Section

Chairman: Muriel Crosby, Wilmington Public Schools, Delaware, Chairman of Elementary Section

Presiding: Fay Kirtland, Florida State University

Speaker: "Teaching Language Arts Creatively in the Elementary School," Miriam Wilt, Temple University

Panel: "Listening Creatively," Althea Beery, Cincinnati Public Schools

"Speaking Creatively,"

"Reading and Creative Thinking," Naomi C. Chase, University of Minnesota

"Creative Approaches to Writing," Alvina Treut Burrows, New York University

Secondary Section

Chairman: Richard Corbin, Hunter College High School, New York

Speakers: "Automatons or English Teachers?" Robert Pooley, University of Wisconsin

"English for the Un-gifted," G. R. Carlsen, State University of Iowa

"Literature, the Great Humanizer," Joseph Sittler, Federated Theological Faculty, University of Chicago

College Section

Chairman: William S. Ward, University of Kentucky

Speakers: William Van O'Connor, University of Minnesota

Topic: "Putting Literary Scholarship to Work in the Classroom"

James E. Miller, Jr., University of Nebraska, editor, *College English*

Discussion

SATURDAY, NOVEMBER 26

Annual Luncheon, 12:30 p.m. to 3:00 p.m.

Presiding: Ruth G. Strickland, Indiana University, President, National Council of Teachers of English

Invocation: The Very Reverend Comerford J. O'Malley, President, DePaul University

Presentation of the W. Wilbur Hatfield Award to John J. DeBoer and J. N. Hook by Robert C. Pooley

Speaker: "Poetry as Knowledge," Mark Van Doren, poet, biographer, teacher

Introduction of New Officers

Adjournment of the 1960 Convention

PRE-REGISTRATION FORM

Name (Print) Mr.
Miss
Mrs. Last First Middle

School or College _____

School Address _____

Position held _____

NCTE Section: ☐ Elementary ☐ Secondary ☐ College

Home Address _____

PRE-REGISTRATION FEE ☐ \$3.00

(Save a dollar by pre-registering before November 16. Registration at the convention will cost \$4.00.)

MEAL RESERVATIONS

(Room capacities are limited. Get your tickets early.)

Friday Noon Luncheons: Entree preferred Meat
Fish

1. Books for Children Luncheon ☐ \$4.00

2. Poetry in the High School Luncheon..... ☐ \$4.00

3. CCCC Luncheon..... ☐ \$4.00

4. Journalism Luncheon..... ☐ \$4.00

Annual Banquet—Friday Night..... ☐ \$6.75

Entree Preferred Ham Steak
White Fish

Affiliate Breakfast—Saturday Morning..... ☐ \$3.00

Annual Luncheon—Saturday Noon..... ☐ \$4.25

Total Amount Enclosed \$ _____

Make checks payable to NCTE 1960 Convention Fund

Detach this blank, complete, and mail with check to:

Dr. Irwin J. Suloway, NCTE
 Chicago Teachers College
 6800 South Stewart Avenue
 Chicago 21, Illinois

HOTEL RESERVATION BLANK

NATIONAL COUNCIL OF TEACHERS OF ENGLISH

Chicago, Illinois, November 24-26, 1960

HOTEL	SINGLE ROOMS	DOUBLE ROOMS	TWIN BED ROOMS
Morrison Hotel	\$8.00 & \$10.00	\$9.50 & \$12.00	\$11.00 & \$14.00
Palmer House	\$8.00	\$14.00	\$14.00

Please reserve _____ room(s) as indicated below for the NCTE convention:

Indicate number wished

Preferred hotel:

_____ Single
 _____ Double
 _____ Twin Bed

_____ Morrison Hotel
 _____ Palmer House

Will arrive on _____ at _____ a.m. _____ p.m. Will leave on _____ at _____ a.m. _____ p.m.

Person(s) occupying room(s):

Name

Address

City and State

Please make reservations by November 10. Hotel preference will be followed whenever possible.

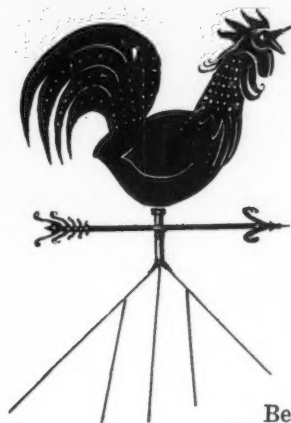


THE NCTE

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ANNIVERSARY
CONVENTION

SPEAKERS:

Richard Armour
Sean O'Faolain
J. B. Priestley
Ruth Strickland
Mark Van Doren



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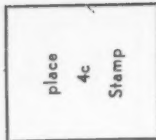
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